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ABSTRACT

This instructional package is one of two designed for regular vocational students in the vocational area of dietetic assistant. The seventy-four learning modules are organized into three units: food preparation and service; diet therapy; and supervising tools and techniques. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which explain why the student is performing the activity and provide necessary information; and job step pages which detail job steps (visuals included) necessary to do the tasks. (This document and CE 017 575 are one of two sets of learning modules on dietetic assistant. The other set is written in a format designed for visually impaired students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, graphics, small engine repair, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

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TO:

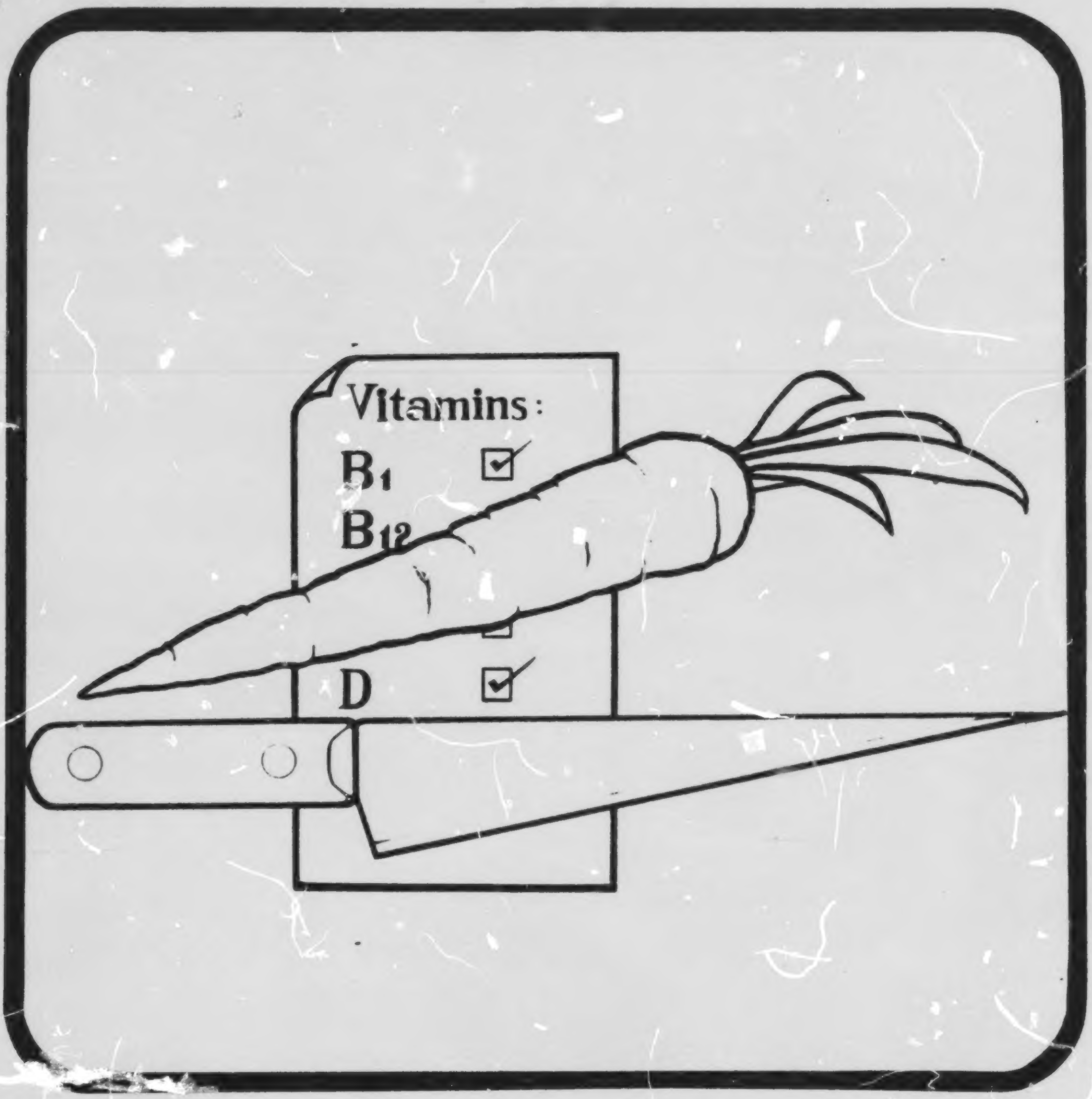
MULTIPLE LEARNING STRATEGIES PROJECT

DIETETIC ASSISTANT

[Regular Vocational - VOL. 2]

2

CE 017 576



dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 001 **date:** August 1977 **level:**

skill title: Developing Standardized Recipes

developed & written by: Elaine Noffze, Donna Seney and

visuals by: Linda Gilmore

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

1. How to use food preparation terms by learning the spelling and definitions of words.
2. How to develop a standardized recipe.

AND IN ORDER TO DO THIS YOU WILL NEED:

Blank standardized recipe card

Your favorite recipes

Pencil

3 game packets for module 4501 04 001

WE WILL KNOW YOU CAN DO IT WHEN:

1. You can correctly spell, pronounce, and define all technical words listed in this module.
2. You correctly complete the 3 sets of games which contain the technical words for this module.
3. You correctly and neatly complete the form for developing a standardized recipe.

INFORMATION

This module is divided into two sections. The first section you will complete handles the technical words used in food preparation and service. The second section is a practice section for developing standardized recipes.

In order to complete this module, you must know all the technical words contained in it, and you must correctly complete the form for developing a standardized recipe.

Section I: Technical Words

Each technical word is listed at the left hand side of the page. The matching definition is listed to the right of each word.

Study the first 2 pages of the technical words and their definitions. When you are sure you know the definition for each word listed on the first two pages, complete the first packet of games for this module. The games are kept in the classroom. Write your answers on a seperate sheet of paper.

When you complete a game, check your work. The answers are provided at the end of each game. Be sure you do not look at the answers.

After you finish game packet 1, study the technical words and their definitions listed on 14 and 15. Then, complete the second game packet. Follow the same steps you used to complete game packet 1. Check your work after you finish each game.

When you finish game packet 2, study the words and definitions listed on page 23. Then, complete game packet 3 for this module. Check your work after you finish each game.

When you have learned the words by doing the games, you have completed the first section of this module.

Section II: Developing Standardized Forms

After completion of Section I, read the following information:

A. Food Service Manual, pages 148-152.
B. Portion Control Handout
C. Quantity Cooking Procedures Handout

You will be doing these steps, which begin on page 25.

Collect your standardized recipe card and favorite recipe. Write the item's name at the top of the card. Then, indicate the pan or container to be used: shape, size, and type. Indicate the total yield of the recipe (in terms of serving portion of specified size or in terms of measure: cups, quarts, or gallons).

At the top of the page, note cooking method, temperature, and time.

INFORMATION

Write down the ingredients and their amounts in weight or measure, list in order of use. Indicate specific types of brands where necessary. Where appropriate indicate the form of an ingredient: shredded or diced is placed before ingredient if this is to be done before measuring, and after, if it is to be done after measuring.

Clearly state the procedure for combining the ingredients: blend, cream, whip, and so forth.

Specify, preferably by weight, the amount to be placed in each pad. Write down serving suggestions and special precautions for preparation or holding.

Provide space for calculating portion cost and dates of calculations.

When you complete both sections of this module, give your game answers and standardized recipe card to your instructor. Be prepared for any questions your instructor may ask.

STUDY THESE TECHNICAL WORDS

Bake	Cook by dry heat in an oven or on heated metals. The term "roast" is used when it is applied to meat in uncovered containers.
Baste	Moisten food while cooking to add flavor and prevent drying of surface. The liquid may be melted fat, meat drippings, water, sauce or juice.
Batter	A mixture of flour and liquid usually combined with other ingredients. The consistency of a batter is thin enough to pour or drop from a spoon.
Blanch	Preheat nuts, fruits, and some vegetables by applying boiling water or steaming for a few minutes to remove skins.
Blend	Mix thoroughly two or more ingredients.
Boil	Cook in water or a liquid consisting mostly of water in which bubbles rise continually and break on the surface.
Braise	Cook slowly in a covered utensil in a small amount of liquid at a low temperature.
Bread	Coat food with crumbs, or first in an egg and milk misture and then in crumbs.
Broil	Cook by direct heat.
Carmelize	Heat sugar, or foods containing a high percentage of sugar, until a brown color and caramel flavor develops.
Chop	Cut food into pieces with a knife, or other sharp tool, or by machine.
Cream	Mix together one or more foods until soft and creamy.
Cut in	Chop solid fat into dry ingredients with pastry blender or knives until the fat is finely divided.
Deep-fat fry	Cook in deep fat.
Dice	Cut into cubes.

Dough	A mixture of flour and liquid usually combined with other ingredients. The consistency of dough is thick enough to knead or roll, and too stiff to pour.
Dredge	Coat with flour or other fine substances.
Emulsion	Small drops of one liquid are finely distributed in another liquid and are held in suspension by an emulsifying agent.
Fold	Combine ingredients with two motions, cutting vertically through the mixture and then turning over by slidding the mixing implement across the bottom of the bowl.
Freeze-dried	Moisture from fresh food is removed by freezing and then it is dried under high vacuum conditions.
Freezing	Method of preserving food by chilling it very rapidly at a temperature of -10 F. or below and keeping it at a temperature below 0 F.
Fricassee	Brown small pieces of meat, usually fowl or veal, in small amount of fat and then stew or braise.
Frizzle	Cook food in small amount of fat until it is crisp and brown and its edges are curled.
Fry	Cook in hot fat.
Glaze	Coat with a thin sugar syrup which has been cooked to the crack stage.
Grill	Cook by direct heat.

Now, do the games on pages 7-11 and in game packet #1.

MATCHING

DIRECTIONS: Put the correct letter of the definition in front of the word.

____Bake

____Freezing

____Cream

____Frizzle

____Grill

____Braise

____Boil

____Dice

____Chop

____Cut in

____Batter

____Freeze-dried

____Fricassee

____Carmelize

____Fold

____Baste

____Dredge

a. Cut food into pieces with a knife, or other sharp tool, or by machine.

b. Moisten food while cooking to add flavor and prevent drying of surface. The liquid may be melted fat, meat drippings, water, sauce or juice.

c. Mix thoroughly two or more ingredients.

d. Cook in deep fat.

e. Cook in hot fat.

f. A mixture of flour and liquid usually combined with other ingredients. The consistency of a batter is thin enough to pour or drop from a spoon.

g. Cook by dry heat in an oven or on heated metals. The term "roast" is used when it is applied to meat in uncovered containers.

h. Cook by direct heat.

i. Cut into cubes.

j. Combine ingredients with two motions, cutting vertically through the mixture and turning over by sliding the mixing implement across the bottom of the bowl.

k. Coat with a thin syrup which has been cooked to the crack stage.

l. Moisture from fresh food is removed by freezing and then it is dried under high vacuum conditions.

m. Cook in water or a liquid consisting mostly of water in which bubbles rise continually and break on the surface.

n. Cook food in a small amount of fat until it is crisp and brown and its edges are curled.

o. Cook by direct heat.

4-1 Game 1

____Bread

____Broil

____Blend

____Blanch

____Fry

____Glaze

____Dough

____Emulsion

____Deep-fat fry

p. Brown small pieces of meat, usually fowl or veal, in small amount of fat then stew or braise.

q. Chop solid fat into dry ingredients with pastry blender or knives until the fat is finely divided.

r. Coat with flour or other fine substance.

s. Cook slowly in a covered utensil in a small amount of liquid at a low temperature.

t. Mix together one or more foods until soft and creamy.

u. A mixture of flour and liquid usually combined with other ingredients. The consistency of dough is thick enough to knead or roll, and too stiff to pour.

v. Preheat nuts, fruits, and some vegetables by applying boiling water or steaming for a few minutes to remove skins.

w. Method of preserving food by chilling it very rapidly at a temperature of -10 F. or below and keeping it at a temperature below 0 F.

x. Coat food with crumbs, or first in an egg and milk mixture and then in crumbs.

y. Heat sugar or foods containing a high percentage of sugar until a brown color and caramel flavor develop.

z. Small drops of one liquid are finely distributed in another liquid and are held in suspension by an emulsifying agent.

MISSING LETTERS

DIRECTIONS: The meaning for each word is listed on the right side of the page. You are to match the correct definition to the word. Clue letters and the number of letters in each word appear on the left. All words are listed at the end of the exercise.

1.	_ _ y	Cook in hot fat.
2.	_ _ e _ _	Coat food with crumbs, or first in an egg and milk mixture and then in crumbs.
3.	_ _ e _ _ e	Coat with flour or other fine substances.
4.	_ i _ _	Cut into cubes.
5.	_ o i _	Cook in water or a liquid consisting mostly of water in which bubbles rise continually and break on the surface.
6.	_ _ i _ _ e	Cook food in small amount of fat until it is crisp and brown and its edges are curled.
7.	_ a _ _	Cook by dry heat in an oven or on heated metals. The term "roast" is used when it is applied to meat in uncovered containers.
8.	_ _ e e _ _ _ _ i e _	Moisture from fresh food is removed by freezing and then it is dried under high vacuum condition.
9.	_ _ o _	Cut food into pieces with a knife, or other sharp tool, or by machine.
10.	_ a _ _ e _	A mixture of flour and liquid usually combined with other ingredients. The consistency of a batter is thin enough to pour or drop from a spoon.
11.	_ _ i _ _	Cook by direct heat.
12.	_ _ e _ _	Mix thoroughly two or more ingredients.
13.	_ _ a _ _	Coat with a thin sugar syrup which has been cooked to the crack stage.
14.	_ u _ i _	Chop solid fat into dry ingredients with pastry blender or knives until the fat is finely divided.

15.	_ _ o i _	Cook by direct heat.
16.	_ a _ _ e	Moisten food while cooking to add flavor and prevent drying of surface. The liquid may be melted fat, meat drippings, water, sauce, or juice.
17.	_ _ a i _ _	Cook slowly in a covered utensil in a small amount of liquid at a low temperature.
18.	_ _ i _ a _ _ _ _	Brown small pieces of meat, usually fowl or veal, in small amount of fat and then stew or braise.
19.	_ e e _ _ a _ _ _ y	Cook in deep fat.
20.	_ _ e a _	Mix together one or more foods until soft and creamy.
21.	_ _ a _ _ _	Preheat nuts, fruits, and some vegetables by applying boiling water or steaming for a few minutes to remove skins.
22.	_ a _ _ e _ _ _ _	Heat sugar, or foods containing a high percentage of sugar, until a brown color and caramel flavor develop .
23.	_ _ e e _ _ _ _	Method of preserving food by chilling it very rapidly at a temperature of -10 F. or below and keeping it at a temperature below 0 F.
24.	_ o _ _	Combine ingredients with two motions, cutting vertically through the mixture and then turning over by sliding the mixing implement across the bottom of the bowl.
25.	_ o _ _ _	A mixture of flour and liquid usually combined with other ingredients. The consistency of dough is thick enough to knead or roll, and too stiff to pour.
26.	_ _ u _ _ i o _	Small drops of one liquid are finely distributed in another liquid held in suspension by an emulsifying agent.

4-1 Game 1

Words to use:

- Bake
- Baste
- Batter
- Blanch
- Blend
- Boil
- Braise
- Bread
- Broil
- Carmelize
- Chop
- Cream
- Cut in
- Deep-fat fry
- Dice
- Dough
- Dredge
- Emulsion
- Fold
- Freeze-dried
- Freezing
- Fricassee
- Frizzle
- Fry
- Glaze
- Grill

Answers to Matching

G Bake
W Freezing
T Cream
N Frizzle
O or H Grill
S Braise
M Boil
I Dice
A Chop
Q Cut in
F Batter
L Freeze-dried
P Fricasse
Y Carmelize
J Fold
B Baste
R Dredge
X Bread
O or H Broil
C Blend
V Blanch
E Fry
K Glaze
U Dough
Z Emulsion
D Deep-fat fry

Answers to Missing Letters

1. Fry
2. Bread
3. Dredge
4. Dice
5. Boil
6. Frizzle
7. Bake
8. Freeze-dried
9. Chop
10. Batter
11. Grill
12. Blend
13. Glaze
14. Cut in
15. Broil
16. Baste
17. Braise
18. Fricassee
19. Deep-fat fry
20. Cream
21. Blanch
22. Carmelize
23. Freezing
24. Fold
25. Dough
26. Emulsion

STUDY THESE TECHNICAL WORDS

Hydrogenation	A process in which hydrogen is combined with an unsaturated compound, such as oil, to form solid or semi-solid fat.
Julienne	Cut food into narrow, lengthwise strips.
Knead	Manipulate dough by pressure alternated with folding and stretching.
Lard	Insert small strips of fat into uncooked lean meat to give flavor or prevent dryness.
Marinate	Let food stand in a liquid mixture which is usually an oil-acid mixture, called a marinade.
Melt	Change from a solid to a liquid with the application of heat.
Mince	Cut or chop into pieces much smaller than those done by chopping.
Mix	Combine two or more ingredients.
Pan-broil	Cook uncovered on a hot surface or a shallow pan and pour off fat as it accumulates.
Pan-fry	Cook in a small amount of fat in a shallow pan.
Parboil	Partially cooking a food in boiling water prior to further cooking or other method of preparation.
Parch	Apply dry heat to food until it is brown.
Pare	Cut off skin or outside covering.
Peel	Strip off skin or outside covering.
Poach	Cook food in hot liquid using care to retain its form.
Pot roast	Cook a large cut of meat by braising.
Proof	The secondary fermentation period given to dough to permit further yeast growth.
Puree	Finely strain.
Reconstitute	Restore concentrated foods to normal state by adding liquid.

Rehydrate	Restore water in dehydrated foods by soaking, cooking, or other procedure.
Render	To free fat from meat and/or skin by applying low heat.
Roast	Cook uncovered by dry heat in an oven or on heated metals.
Roux	A mixture of fat or oil, cooked slightly with flour.
Saute	Cook in a small amount of fat.
Scald	Heat a liquid to a point just below boiling, when small bubbles appear at the sides of the pan.
Scallop	Bake food which has been cut in pieces and combined with a liquid or sauce.
Sear	Brown the surface of meat under intense heat for a short time.
Shred	Tear or cut into small, narrow strips.
Simmer	Cook in a liquid in which bubbles form slowly and break below the surface, just below the boiling point.

Now, do the games on pages 16-20 and in game packet #2.

MULTIPLE CHOICE

DIRECTIONS: Read the definition and the three word choices that follow. Draw a line under the word or words that best describes or matches the definition.

1. To free from meat and/of skin by applying low heat.

A. Parch B. Render C. Shred

2. Cook in a small amount of fat.

A. Saute B. Roux C. Knead

3. Tear or cut into small, narrow strips.

A. Melt B. Shred C. Sear

4. Bake food which has been cut in pieces and combined with a liquid or sauce.

A. Julienne B. Roast C. Scallop

5. Book uncovered by dry heat in an oven or on heated metals.

A. Puree B. Roast C. Pan-broil

6. The secondary fermentation period given to dough to permit further yeast growth.

A. Proof B. Roux C. Marinate

7. A mixture of fat or oil, cooked slightly with flour.

A. Parboil B. Puree C. Roux

8. Cook in a liquid in which bubbles form slowly and break below the surface, just below the boiling point.

A. Simmer B. Rehydrate C. Poach

9. Brown the surface of meat under intense heat for a short time.

A. Sear B. Pan-broil C. Scald

10. Finely strain.

A. Puree B. Mince C. Lard

11. Restore concentrated foods to normal state by adding liquid.

A. Mix B. Hydrogen C. Reconstitute

12. Heat a liquid to a point just below boiling, when small bubbles appear at the sides of the pan.

A. Scallop B. Scald C. Poach

13. Restore water in dehydrated foods by soaking, cooking or other procedures.

A. Rehydrate B. Pot roast C. Melt

14. Combine two or more ingredients.

A. Sear B. Mince C. Mix

15. Strip off skin or outside covering.

A. Render B. Peel C. Knead

16. Cook a large cut of meat by braising.

A. Pot roast B. Proof C. Rehydrate

17. Manipulate dough by pressure alternated with folding and stretching.

A. Knead B. Marinate C. Scallop

18. Cook in a small amount of fat in a shallow pan.

A. Roast B. Lard C. Pan-fry

19. Cut off skin or outside covering.

A. Shred B. Pare C. Peel

20. Change from a solid to a liquid with the application of heat.

A. Julienne B. Melt C. Reconstitute

21. A process in which hydrogen is combined with an unsaturated compound, such as oil, to form solid or semi-solid fat.

A. Puree B. Proof C. Hydrogenation

22. Let food stand in a liquid mixture which is usually an oil-acid mixture, called a marinade.

A. Marinate B. Poach C. Roux

23. Apply dry heat to food until it is brown.

A. Parch B. Lard C. Render

24. Cut or chop into pieces much smaller than those done by chopping.

A. Saute B. Simmer C. Mince

25. Cut food into narrow, lengthwise strips.

A. Julienne B. Rehydrate C. Scallop

26. Insert small strips of fat into uncooked lean meat to give flavor or prevent dryness.

A. Sear B. Marinate C. Lard

27. Cook uncovered on a hot surface or a shallow pan and pour off fat as it accumulates.

A. Simmer B. Pan-broil C. Roast

28. Partially cooking a food in boiling water prior to further cooking or other method of preparation.

A. Proof B. Hydrogenation C. Parboil

29. Cook food in hot liquid using care to retain its form.

A. Poach B. Roux C. Parboil

SCRAMBLED WORDS

DIRECTIONS: Read the definition, then look at the scrambled letters preceding it. If you unscramble the letters, they will spell the word or words that match the definition. Write the correctly spelled word on the space provided.

1. eknda ____________ Manipulate dough by pressure alternated with folding and stretching.

2. rniamtae ________ Let food stand in a liquid mixture which is usually an oil-acid mixture, called a marinade.

3. ceinm ____________ Cut or chop into pieces much smaller than those done by chopping.

4. rbpiloan ________ Cook uncovered on a hot surface or a shallow pan and pour off fat as it accumulates.

5. erpa _____________ Cut off skin or outside covering.

6. elmt _____________ Change from a solid to a liquid with the application of heat.

7. grdtnnyeaohio ____ A process in which hydrogen is combined with an unsaturated compound, such as oil, to form solid or semi-solid fat.

8. xmi ______________ Combine two or more ingredients.

9. ynrfap ___________ Cook in a small amount of fat in a shallow pan.

10. lepe _____________ Strip off skin or outside covering.

11. sotpaort ________ Cook a large cut of meat by braising.

12. rphca ____________ Apply dry heat to food until it is brown.

13. lnnejuie ________ Cut food into narrow, lengthwise strips.

14. dral _____________ Insert small strips of fat into uncooked lean meat to give flavor or prevent dryness.

15. iprlboa __________ Partially cooking a food in boiling water prior to further cooking or other method of preparation.

16. cpaho ____________ Cook food in hot liquid using care to retain its form.

17.	urxo ____________	A mixture of fat or oil, cooked slightly with flour.
18.	pslaolc __________	Bake food which has been cut in pieces and combined with a liquid or sauce.
19.	ytrahreed ________	Restore water in dehydrated foods by soaking, cooking, or other procedure.
20.	forop ____________	The secondary fermentation period given to dough to permit further yeast growth.
21.	ntttcoisueer _____	Restore concentrated foods to normal state by adding liquid.
22.	atosr ____________	Cook uncovered by dry heat in an oven or on heated metals.
23.	adslc ____________	Heat a liquid to a point just below boiling, when small bubbles appear at the sides of the pan.
24.	ersa _____________	Brown the surface of meat under intense heat for a short time.
25.	rhdse ____________	Tear or cut into small, narrow strips.
26.	ustea ____________	Cook in a small amount of fat.
27.	drreen ___________	To free fat from meat and/or skin by applying low heat.
28.	rpeue ____________	Finely strain.
29.	rmmies ___________	Cook in liquid in which bubbles form slowly and break below the surface, just below the boiling point.

Answers to Multiple Choice

1. Render
2. Saute
3. Shred
4. Scallop
5. Roast
6. Proof
7. Roux
8. Simmer
9. Sear
10. Puree
11. Reconstitute
12. Scale
13. Rehydrate
14. Mix
15. Peel
16. Pot roast
17. Knead
18. Pan-fry
19. Pare
20. Melt
21. Hydrogenation
22. Marinate
23. Parch
24. Mince
25. Julienne
26. Lard
27. Pan-broil
28. Parboil
29. Poach

Answers to Scrambled Words

1. Knead
2. Marinate
3. Mince
4. Pan-broil
5. Pare
6. Melt
7. Hydrogenation
8. Mix
9. Pan-fry
10. Peel
11. Pot roast
12. Parch
13. Julienne
14. Lard
15. Parboil
16. Poach
17. Roux
18. Scallop
19. Rehydrate
20. Proof
21. Reconstitute
22. Roast
23. Scald
24. Sear
25. Shred
26. Saute
27. Render
28. Puree
29. Simmer

STUDY THESE TECHNICAL WORDS

Steam	Cook food in steam with or without pressure.
Steep	Extract flavor or color by allowing food substance to stand in liquid below the boiling point.
Sterilize	Destroy microorganisms by steam, hot air, or boiling liquid.
Stew	Simmer in a small amount of liquid.
Stir	Mix food materials with a circular motion to blend mixture to a uniform consistency.
Stock	The liquid in which meat, poultry, fish or vegetables have been cooked.
Texture	Properties of food such as roughness, smoothness, etc., that are visible or sensed with the skin and the mouth.
Toast	Brown by dry heat.
Whip	Beat rapidly to incorporate air and increase volume.

Now, do the games in game packet #3.

SECTION II

INFORMATION

Below is an example of a recipe card completely filled out. All recipe cards should be the same size and the appropriate size for the available recipe file.

If recipes are written in the standard form, they will be easier to follow.

BREAD DRESSING

① Portion: 1/4C (No.16 scoop) ② Size of pan: 20"x12"x2" ③ Oven: 350°F
④ 25 portions per pan Bake: 1 hr.

INGREDIENTS	AMOUNT 25 portions	 100 portions	PROCEDURE ⑥
(5a) Turkey or chicken fat, butter, or margarine	6oz (3/4C)	(5b) 1 lb 8 oz(3C)	Melt fat. Add celery and onion; cover and cook 5 minutes.
Celery, chopped	12oz (3C)	3 lb (2qt 3 1/4C)	
Onion, chopped	12oz (3G)	3 lb (2qt)	
Salt	1 1/2 tsp	1 oz (2 tbsp)	Sprinkle seasonings throughout the bread cubes. Blend with celery-onion mixture. Add giblets, if desired.
Poultry seasoning	1 1/2 tsp	2 tbsp	
Bread cubes, soft, untrimmed	2 lb (1 1/4 gal.)	7 lb 8 oz(5 gal)	
Giblets finely chopped, optional	2 1/2 oz (3/4C)	11 1/2oz (2 1/2C)	
Turkey or chicken broth	as needed	as needed	Add just enough broth to moisten the bread slightly. Blend thoroughly. Place in greased baking pans 20"x 12"x2" (one pan for 25 portions). Bake at 350°F. about one hour.
⑦ VARIATION: CORN BREAD STUFFING			
Reduce quantity of bread cubes to add	1 lb	4 lb	Follow directions above.
crumbled unsweetend corn bread	1 lb 8 oz	5 lb 8oz	

⑧ BREAD DRESSING
(continued)

DATE CALCULATED	COST PER PORTION	DATE CALCULATED	COST PER PORTION

JOB STEPS

1. Collect your materials. Choose your recipe.

2. Write the name of the item at the top of the recipe card. Do not write in this module.

3. Write the portion size on the number 1 line.

4. On line 2, write the size, shape and type of pan or container needed. And amount to be placed in each pan.

5. On line 3, write cooking method, temperature, and time.

6. On line 4, write total recipe yield either in servings or in measurement ie., cups, quarts or gallons.

7.a.On line 5-a, list ingredients in order of use. Place terms, such as "shredded" or "diced", before the name of the ingredient if this is to be done before measuring, and after ingredient if it is to be done after.

b.On line 5-b, write amounts of each ingredient, either by weight or measure.

8. On line 6, clearly state the method for treating ingredients, such as "blend", "simmer", "cream", "whip", etc.

JOB STEPS

9. On line 7, write variations, serving suggestions or special instructions.

10. On line 8, spaces are provided for recording cost per serving and dates figured. (To figure cost per serving see Mod 4501 04 004, "Determining the Cost of a Recipe").

NOTE: A recipe card will not be numbered for your convenience. You must memorize the standard writing format for a recipe.

BINGO CALL SHEET

Directions: This game is played like any other regular Bingo game. The first person who covers a row of words going across, down or diagonally announces Bingo. The winner reads his/her Bingo row to the caller and the caller checks his/her list to make sure that those words were called

Variation: The winner must read the Bingo row of words and also give a short definition of each word.

CUT IN - Chop solid fat into dry ingredients with pastry blender or knives until the fat is finely divided.

DEEP-FAT FRY - Cook in deep fat.

DICE - Cut into cubes.

DOUGH - A mixture of flour and liquid usually combined with other ingredients. The consistency of dough is thick enough to knead or roll, and too stiff to pour.

DREDGE - Coat with flour or other fine substance.

EMULSION - Small drops of one liquid are finely distributed in another liquid and are held in suspension by an emulsifying agent.

FOLD - Combine ingredients with two motions, cutting vertically through the mixture and then turning over by sliding the mixing implement across the bottom of the bowl.

FREEZE-DRIED - Moisture from fresh food is removed by freezing and then it is dried under high vacuum conditions.

FREEZING - Method of preserving food by chilling it very rapidly at a temperature of -10 F. or below and keeping it at a temperature below 0 F.

FRICASSEE - Brown small pieces of meat, usually fowl or veal, in a small amount of fat and then stew or braise.

FRIZZLE - Cook food in small amount of fat until it is crisp and brown and its edges are curled.

FRY - Cook in hot fat.

GLAZE - Coat with a thin sugar syrup which has been cooked to the crack stage.

GRILL - Cook by direct heat.

BAKE - Cook by dry heat in an oven or on heated metals. The term "roast" is used when it is applied to meat in uncovered containers.

BASTE - Moisten food while cooking to add flavor and prevent drying of surface. The liquid may be melted fat, meat drippings, water, sauce, or juice.

BATTER - A mixture of flour and liquid usually combined with other ingredients. The consistency of a batter is thin enough to pour or drop from a spoon.

BLANCH - Preheat nuts, fruits, and some vegetables by applying boiling water or steaming for a few minutes to remove skins.

BLEND - Mix thoroughly two or more ingredients.

BOIL - Cook in water or a liquid consisting mostly of water in which bubbles rise continually and break on the surface.

BRAISE - Cook slowly in a covered utensil in a small amount of liquid at a low temperature.

BREAD - Coat food with crumbs, or first in an egg and milk mixture and then in crumbs.

BROIL - Cook by direct heat.

CARMELIZE - Heat sugar, or foods containing a high percentage of sugar, until a brown color and caramel flavor develops.

CHOP - Cut food into pieces with a knife, or other sharp tool, or by machine.

CREAM - Mix together one or more foods until soft and creamy.

BROIL	DREDGE	BRAISE	CREAM
BLANCH	FREEZING	BREAD	CARMELIZE
EMULSION	CHOP	BLEND	FRY
BAKE	DICE	FOLD	GLAZE

CHOP	BASTE	BLEND	DEEP-FAT FRY
FRY	BATTER	BAKE	GRILL
DICE	FOLD	GLAZE	FREEZE-DRIED
BOIL	FRIZZLE	FRICASSEE	CUT-IN

BLANCH	BLEND	BOIL	BRAISE
BREAD	BROIL	CARMELIZE	CHOP
CREAM	BASTE	BAKE	GRILL
GLAZE	FRY	FRIZZLE	FRICASSEE

CUT IN	DEEP-FAT FRY	DICE	DOUGH
DREDGE	EMULSION	FOLD	FREEZE-DRIED
FREEZING	FRICASSEE	FRY	GLAZE
GRILL	BAKE	BASTE	BATTER

COOK FOOD IN HOT LIQUID USING CARE TO RETAIN ITS FORM	PARCH
APPLY DRY HEAT TO FOOD UNTIL IT IS BROWN	PAN-FRY
POT ROAST	THE SECONDARY FERMENTATION PERIOD GIVEN TO DOUGH TO PERMIT FURTHER YEAST GROWTH
PARE	COMBINE TWO OR MORE INGREDIENTS
STRIP OFF SKIN OR OUTSIDE COVERING	PEEL

12	15
10	12
17	16
8	13
14	14

SIMMER	SEAR
RESTORE CONCENTRATED FOODS TO NORMAL STATE BY ADDING LIQUID	SHRED
MELT	COOK UNCOVERED BY DRY HEAT IN AN OVEN OR ON HEATED METALS
A MIXTURE OF FAT OR OIL, COOKED SLIGHTLY WITH FLOUR	MIX

27	29
28	19
22	6
8	23

CUT OFF SKIN OR OUTSIDE
OR OUTSIDE COVERING

COOK IN A LIQUID IN WHICH BUBBLES FORM SLOWLY AND BREAK BELOW THE SURFACE, JUST BELOW THE BOILING POINT

PAR BOIL

CUT OR CHOP INTO PIECES MUCH SMALLER THAN THOSE DONE BY CHOPPING

TEAR OR CUT INTO SMALL NARROW STRIPS

PROOF

COOK IN A SMALL AMOUNT OF FAT

BROWN THE SURFACE OF MEAT UNDER INTENSE HEAT FOR A SHORT TIME

POACH

RENDER

17	13
24	29
27	11
15	7
21	28

MINCE	COOK UNCOVERED ON A HOT SURFACE OR A SHALLOW PAN AND POUR OFF FAT AS IT ACCUMULATES
BAKE FOOD WHICH HAS BEEN CUT IN PIECES AND COMBINED WITH A LIQUID OR SAUCE	HYDROGENATION
JULIENNE	A PROCESS IN WHICH HYDROGEN IS COMBINED WITH AN UNSATURATED COMPOUND, SUCH AS OIL, TO FORM SOLID OR SEMI-SOLID FAT
COOK IN A SMALL AMOUNT OF FAT IN A SHALLOW PAN	PAN-BROIL
SAUTE	HEAT A LIQUID TO A POINT JUST BELOW BOILING, WHEN SMALL BUBBLES APPEAR AT THE SIDES OF THE PAN

9	7
1	26
1	2
9	10
25	24

PARTIALLY COOKING A FOOD IN BOILING WATER PRIOR TO FURTHER COOKING OR OTHER METHOD OF PREPARATION	SCALD
PUREE	COOK A LARGE CUT OF MEAT BY BRAISING
LET FOOD STAND IN A LIQUID MIXTURE WHICH IS USUALLY AN OIL-ACID MIXTURE CALLED A MARINADE	RECONSTITUTE
SCALLOP	REHYDRATE
FINELY STRAIN	RESTORE WATER IN DEHYDRATED FOODS BY SOAKING, COOKING, OR OTHER PROCEDURE

25	11
16	18
19	5
20	26
20	18

CUT FOOD INTO NARROW LENGTHWISE STRIPS	LARD
ROUX	INSERT SMALL STRIPS OF FAT INTO UNCOOKED LEAN MEAT TO GIVE FLAVOR OR PREVENT DRYNESS
MANIPULATE DOUGH BY PRESSURE ALTERNATED WITH FOLDING AND STRETCHING	KNEAD
MARINATE	CHANGE FROM A SOLID TO A LIQUID WITH THE APPLICATION OF HEAT
TO FREE FAT FROM MEAN AND/OR SKIN BY APPLYING LOW HEAT	ROAST

4	2
4	23
3	3
6	5
22	21

STEEP	TEXTURE	WHIP
STIR	STEAM	STERILIZE
TOAST	STEW	STOCK

EXTRACT FLAVOR OR COLOR BY ALLOWING FOOD SUBSTANCE TO STAND IN LIQUID BELOW THE BOILING POINT

PROPERTIES OF FOOD SUCH AS ROUGHNESS, SMOOTHNESS, ETC. THAT ARE VISIBLE OR SENSED WITH THE SKIN AND THE MOUTH

BEAT RAPIDLY TO INCORPORATE AIR AND INCREASE VOLUME

MIX FOOD MATERIALS WITH A CIRCULAR MOTION TO BLEND MIXTURE TO A UNIFORM CONSISTENCY

COOK FOOD IN STEAM WITH OR WITHOUT PRESSURE

DESTROY MICROORGANISMS BY STEAM, HOT AIR, OR BOILING LIQUID

BROWN BY DRY HEAT

SIMMER IN A SMALL AMOUNT OF LIQUID

THE LIQUID IN WHICH MEAT, POULTRY, FISH OR VEGETABLES HAVE BEEN COOKED

1	2	3
4	5	6
50 7	8	51 9

STEEP	TEXTURE	WHIP
STIR	STEAM	STERILIZE
TOAST	STEW	STOCK

1	2	3
4	5	6
7	8	9

54

TOAST

STEW

STEAM

TEXTURE

WHIP

STOCK

STERILIZE

STIR

STEEP

BROWN BY DRY HEAT

SIMMER IN A SMALL AMOUNT OF LIQUID

COOK FOOD IN STEAM WITH OR WITHOUT PRESSURE

PROPERTIES OF FOOD SUCH AS ROUGHNESS, SMOOTHNESS, ETC. THAT ARE VISIBLE OR SENSED WITH THE SKIN AND THE MOUTH

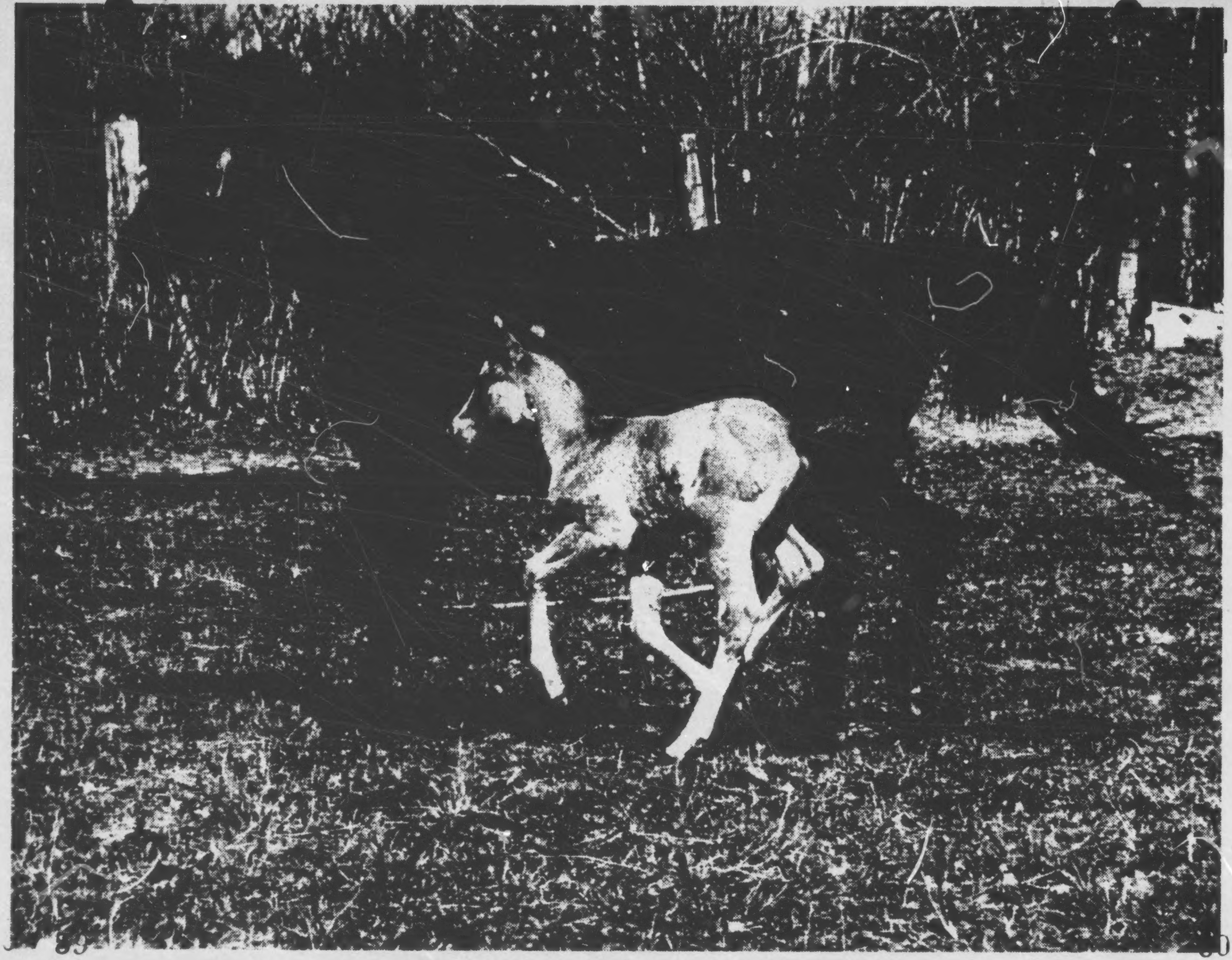
BEAT RAPIDLY TO INCORPORATE AIR AND INCREASE VOLUME

THE LIQUID IN WHICH MEAT, POULTRY, FISH OR VEGETABLES HAVE BEEN COOKED

DESTROY MICROORGANISMS BY STEAM, HOT AIR, OR BOILING LIQUID

MIX FOOD MATERIALS WITH A CIRCULAR MOTION TO BLEND MIXTURE TO A UNIFORM CONSISTENCY

EXTRACT FLAVOR TO COLOR BY ALLOWING FOOD SUBSTANCE TO STAND IN LIQUID BELOW THE BOILING POINT



BEAT RAPIDLY TO INCORPORATE AIR AND INCREASE VOLUME

PROPERTIES OF FOOD SUCH AS ROUGHNESS, SMOOTHNESS, ETC. THAT ARE VISIBLE OR SENSED WITH THE SKIN AND THE MOUTH

EXTRACT FLAVOR OR COLOR BY ALLOWING FOOD SUBSTANCE TO STAND IN LIQUID BELOW THE BOILING POINT

DESTROY MICROORGANISMS BY STESM, HOT AIR, OR BOILING LIQUID

COOK FOOD IN STEAM WITH OR WITHOUT PRESSURE

MIX FOOD MATERIALS WITH A CIRCULAR MOTION TO BLEND MIXTURE TO A UNIFORM CONSISTENCY

THE LIQUID IN WHICH MEAT, POULTRY, FISH OR VEGETABLES HAVE BEEN COOKED

SIMMER IN A SMALL AMOUNT OF LIQUID

BROWN BY DRY HEAT

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 002 **date:** 5/77 **level:** I

skill title: Adjusting a Recipe for Desired Yield - Increasing Yield

developed & written by: Linda Gilmore

visuals by:

WORD GUIDE

DESIRED YIELD - The amount of food necessary for a designated number of people.

ORIGINAL YIELD - The number of people the recipe will serve before it is changed.

PERFORMANCE OBJECTIVE

You are going to learn:

How to increase a recipe to give the desired yield.
Desired yield = 100 servings.

And in order to do this you will need:

A recipe which serves 50

Pencil

Paper

We will know you can do it when:

1. You increase the recipe to the desired yield.
2. You put ingredient amounts in easily measured units.

JOB STEPS

1. Collect your materials. Increase the recipe found on page five using steps 2-4. Do not write in this module; write your answers on a separate sheet of paper.

2. To increase a recipe, divide the desired yield by the original yield. Refer to Performance Objective page for amounts.

   NOTE: The multiplication factor indicates how many times each ingredient in the original recipe must be increased to give the desired yield. Remember, if you are increasing a recipe, the multiplication factor will always be greater than 1. When increasing a recipe, the desired yield will always be greater than the original yield.

   EXAMPLES:

Desired yield	÷	Original yield	=	Multiplication factor
50	÷	25	=	2
100	÷	25	=	4
100	÷	75	=	1.33
200	÷	50	=	4

3. To serve 100 people, multiply all ingredient amounts by the multiplication factor.

100	÷	50	=	2
desired yield		original yield		multiplication factor

   EXAMPLE:

   Hot Cocoa

Portion 2/3 cup	50 servings 12 qt. kettle		100 servings
Ingredients:	Amounts:		
Sugar	2 cups	Sugar	2C x 2 = 4C
Cocoa	2 cups	Cocoa	2C x 2 = 4C
Salt	1 teaspoon	Salt	1t x 2 = 2t
Water	2 quarts	Water	2qt x 2 = 4qt
Milk	6 quarts	Milk	6qt x 2 = 12 qt

JOB STEPS

4. Put ingredient amounts in units easiest to measure. Use the largest measure that you can completely fill.

EXAMPLE:

4qt water = 1 gallon water

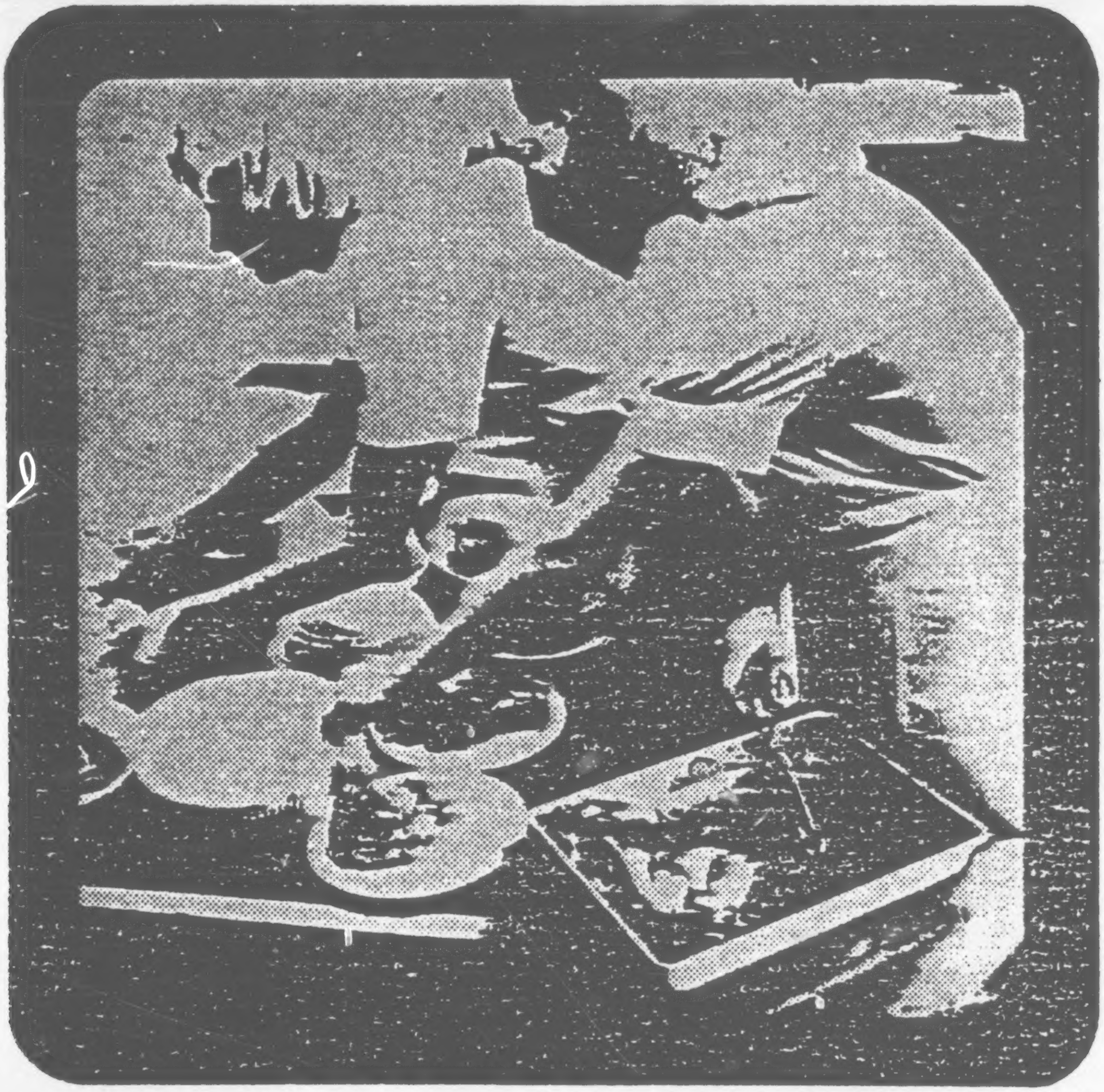
12qt milk = 3 gallons milk.

5. Check with your instructor to see if you have increased the quantities correctly. Your instructor may want you to increase another recipe of your choice.

Spiced Cranberry Cider

Servings: 1/2C each	10qt. Kettle	Heat on range 30 min.
Ingredients	**Amount 50 servings**	**Procedure**
Apple cider	1 gal.	Combine all ingredients in a large kettle. Heat to boiling; reduce heat and simmer 15 to 20 min. With slotted spoon, remove cloves, lemon slices and cinnamon.
Cranberry cocktail	3 qts.	
Brown sugar (packed)	1/2C	
Whole cloves	1 T	
Lemon (thinly sliced)	2	
Cinnamon sticks	8	
Optional Lemon (thinly sliced)	4	If desired, float fresh lemon slices in each cup.

Date calculated	Cost per serving	Date calculated	Cost per serving



dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 003 date: 5/77 level: I

skill title: Adjusting a Recipe for Desired Yield - Decreasing Yield

developed & written by: Linda Gilmore

visuals by:

WORD GUIDE

DESIRED YIELD - The amount of food necessary for a designated number of people.

ORIGINAL YIELD - The number of people the recipe will serve before it is changed.

PERFORMANCE OBJECTIVE

You are going to learn:

How to decrease a recipe to give the desired yield.
Desired yield = 25 servings.

And in order to do this you will need:

Recipe which serves 50

Pencil

Paper

We will know you can do it when:

1. You correctly decrease the recipe to the desired yield.
2. You put ingredient amounts in easily measured units.

INFORMATION

To be successful at decreasing recipes, you will need to know the standard measuring devices usually found in a kitchen and the conversion between them.

Standard Measuring Devices

Measuring Spoons:

1 tablespoon, 1 teaspoon, 1/2 teaspoon, 1/4 teaspoon, 1/8 teaspoon.

Liquid Measuring Cups:

4 cups
3 cups
2 cups
1 cup

NOTE: Lines indicate amount of liquid being used.

Conversions

1 tablespoon = 3 teaspoons
2 tablespoons = 1/8 cup
4 tablespoons = 1/4 cup
16 tablespoons = 1 cup
2 cups = 1 pint
2 pints = 1 quart
4 quarts = 1 gallon

16 ounces = 1 pound
2 cups = 1 pound

JOB STEPS

1. Collect your materials.

2. To decrease a recipe, divide the desired yield by the original yield. Refer to Performance Objective page for amounts.

EXAMPLE: 25 ÷ 50 = .5
desired yield original yield multiplication factor

NOTE: The multiplication factor is the amount by which you multiply each ingredient in the original recipe to give the desired yield. Remember, if you are decreasing a recipe, the multiplication factor will always be less than 1.0. When decreasing a recipe, you divide a number by a larger number.

EXAMPLES:

Desired yield	÷	Original yield	=	Multiplication factor
10	÷	50	=	.2
50	÷	100	=	.5
25	÷	250	=	.1

3. For a recipe to serve 25 people, multiply all ingredient amounts by the multiplication factor.
25 ÷ 50 = .5
desired yield original yield multiplication factor

EXAMPLE:

Hot Cocoa

Portion 2/3 cup	50 servings 12 qt. kettle		25 servings
Ingredients:	**Amounts**:		
Sugar	2C.	Sugar	2C ÷ .5 = 1C
Cocoa	2C.	Cocoa	2C ÷ .5 = 1C
Salt	1t.	Salt	1t ÷ .5 = 1/2t
Water	2qt.	Water	2qt ÷ .5 = 1qt
Milk	6qt.	Milk	6qt ÷ .5 = 3qt

JOB STEPS

4. Put ingredient amounts in units easiest to measure. Use the largest measure that you can completely fill.

   EXAMPLE:

   4 quarts = 1 gallon
   12 quarts = 3 gallons

5. Referring to the recipe on page 6 of this mod, decrease the yield to 25 servings according to above job steps 2, 3, and 4. Use your own paper to record your work.

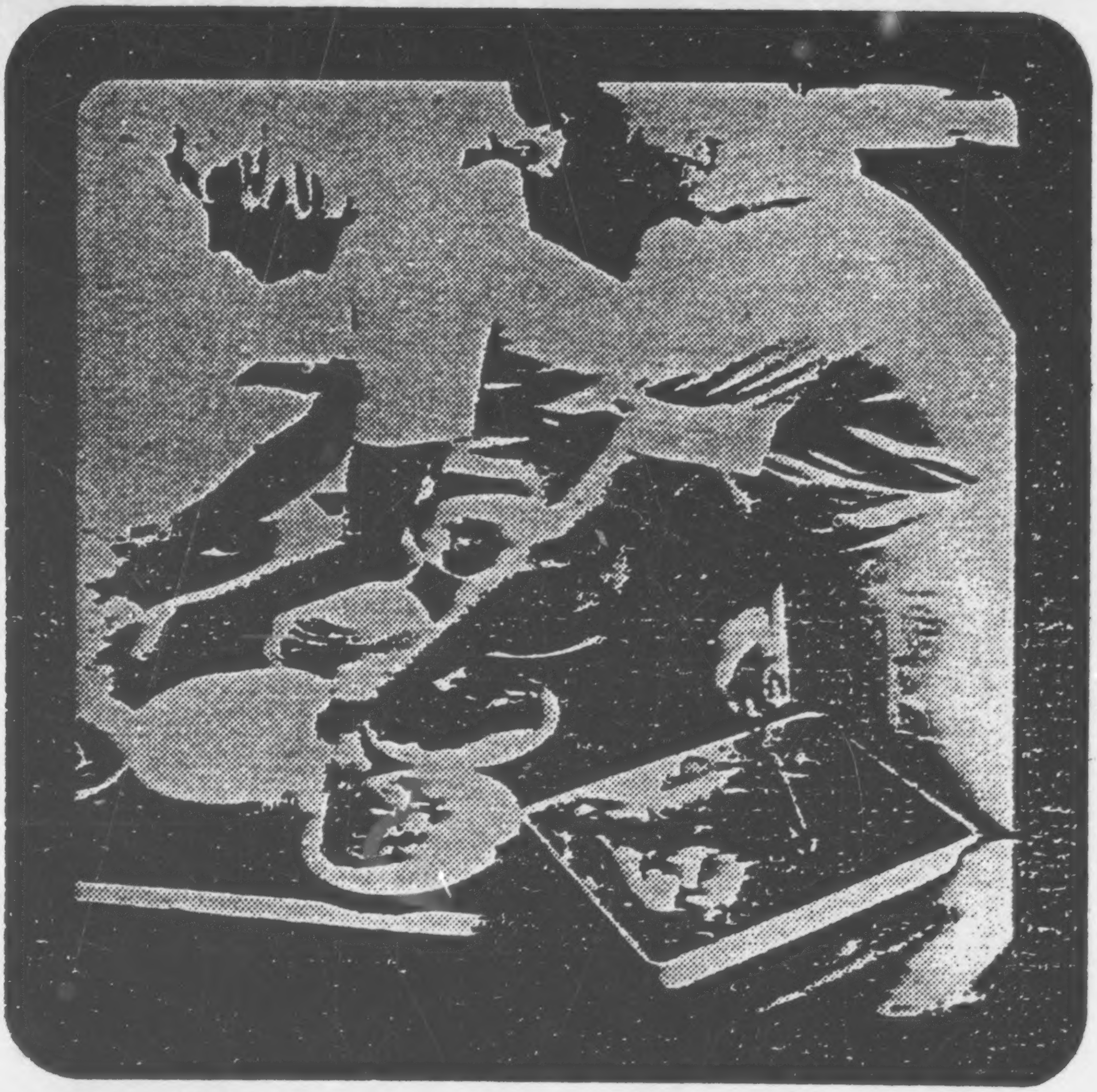
6. Show all work to your instructor.

Spiced Cranberry Cider

Servings: 1/2C each 10 qt. Kettle Heat on range 30 min.

Ingredients	Amount 50 servings	Procedure
Apple cider	1 gal.	Combine all ingredients in a large kettle. Heat to boiling; reduce heat and simmer 15 to 20 min. With slotted spoon, remove cloves, lemon slices and cinnamon.
Cranberry cocktail	3 qts.	
Brown sugar (packed)	1/2C	
Whole cloves	1 T	
Lemon (thinly sliced)	2	
Cinnamon sticks	8	
Optional Lemon (thinly sliced)	4	If desired, float fresh lemon slices in each cup.

Date calculated	Cost per serving	Date calculated	Cost per serving



dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 004 date: 5/77 level: I

skill title: Determining the Cost of a Recipe

developed & written by: Linda Gilmore

visuals by:

PERFORMANCE OBJECTIVE

You are going to learn:

How to determine the cost of a recipe.

And in order to do this you will need:

Meat loaf recipe

Food cost list

Adding machine

Pencil

Paper

We will know you can do it when:

You determine the cost of the recipe and then, the cost per serving.

INFORMATION

The food cost list must be periodically updated. When figuring your costs, use a current cost list. The following examples show how to do the various steps when making a cost list. The examples do not indicate current food prices.

WORD GUIDE

lbs. - Pounds.

JOB STEPS

NOTE: Use the current food cost list to figure your costs.

1. Collect your materials. Meat loaf recipe is provided at the back of this module.

2. Multiply the number of lbs. of bread by the cost of a 1 lb. loaf of bread (sliced).

   Example: 1 lb. x 59¢ = 59¢
   amount needed, per loaf, cost of bread

3. Multiply the number of qts of milk by the cost per qt.

   Example: 1 1/2 qt. x 49¢ = 74¢ (round up from 73 1/2¢).
   amount needed, per qt., cost of milk

4. To find the cost of onions and celery:

   a. divide the cost of each by 16 oz/lb to find the cost per oz.

   Example: onions = 39¢/lb. ÷ 16 oz/lb = 2.4375¢/oz round this to the nearest cent 2.4¢/oz.

   b. multiply the cost per ounce by the number of ounces called for in the recipe.

   Example: onions 2.4¢/oz x 12 oz = 28.8¢ round to 29¢.

JOB STEPS

5. Multiply the cost per pound of ground beef by the number of pounds of ground beef called for in the recipe.

   Example: 89¢/lb x 13 lb = $11.57

6. Omit the cost of any inexpensive item used in small amounts. (In our recipe we will omit the cost of salt and parsley).

7. Figure the cost of worchestershire sauce the same way as onions (job step 4). Divide the cost by the number of ounces in the container. Then, multiply this cost per ounce by the number of ounces called for in the recipe.

   Example: 77¢ for 11 oz bottle 77¢ ÷ 11 oz = 7¢ per oz.
   1/4 cup = about 2 oz (liquid) 7¢/oz x 2 oz = 14¢

8. To find the cost of eggs, first decide how many doz. eggs you need.

9. To get the cost of the recipe, add together the cost of all ingredients:

bread	.59	
milk	.74	
onions	.29	
celery	.59	
ground beef	$11.57	
worchestershire sauce	.14	
eggs	2.52	
	$16.44	Total cost of recipe

10. To find the cost per serving, divide the total cost of recipe by the number of servings it makes.

    Example: $16.44 100 servings = $ .164, round to $ .16/serving.

JOB STEPS

11. Choose your own recipe and determine the cost per serving.

12. Have your instructor check your work.

MEAT LOAF

Portion: 1 slice 3/4" thick Loaf pans 4 x 10 x 4 Oven: 375°F
Bake: 1 hr., 10 min.

Ingredients	Amount 100 Portions	Procedure
Bread slices	1 lb.	Beat bread and milk in
Milk	1 1/2 qt.	mixer 2 min. on low speed,
		or soak bread in the milk.
Chopped Onion	2C. (12 oz)	Combine bread mixture with
Chopped Celery	2C. (12 oz)	the rest of the ingredients.
Ground Beef	13 lb.	Mix well 3 min. in mixer on
Salt	1/4C.	low.
Worchestershire Sauce	1/4C.	Pack into greased loaf pans.
Chopped Parsley	1/2C.	Put 1qt. 3/4C. or 2lb. 8oz.
Eggs	1 1/4qt. (about 25)	per pan.
		Bake at 375°F 1 hr. 10 min.

Date Calculated	Cost per serving	Date Calculated	Cost per serving

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 005 **date:** 5/77 **level:**

skill title: Measuring Liquids

developed & written by: Kathy Miller

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

You are going to learn:

How to measure liquid

And in order to do this you will need:

1. Standard measuring spoons
2. Standard liquid measuring cups
3. Graduated quart measure
4. Straight edge knife or spatula
5. Water
6. Molasses
7. Good Housekeeping Cookbook

We will know you can do it when:

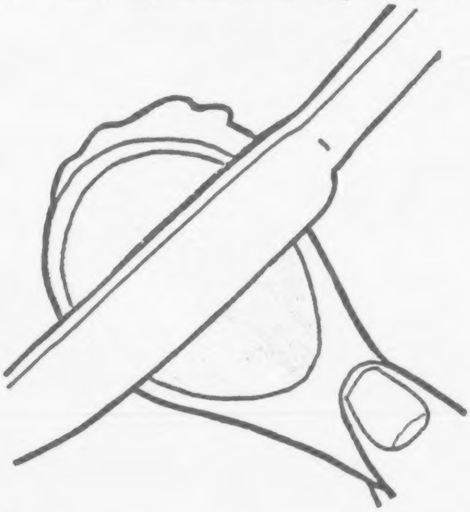
You measure liquids so they are level with the required measurement line.

JOB STEPS

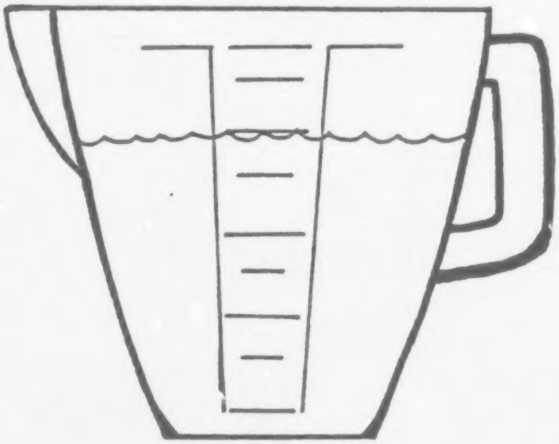
1. Collect the equipment listed on page 2 and go to the work area. Read Good Housekeeping Cookbook, pages 17-19.

2. For thin liquids, use a measuring spoon. Pour one spoon of water.

3. For measuring thick liquids, pour one tablespoon of molasses. Using edge of spatula or knife, level off the spoon. Be careful not to coat outside of spoon with liquid.



4. For measuring large amounts of thin liquids:
   a. Use measuring cup with rim above the 1 cup line.
   b. Set measuring cup on level surface.
   c. Look at measuring line at eye level.
   d. Then, pour water to equal 3/4 cup.



JOB STEPS

5. For measuring large amounts of thick liquids:
   a. Lightly oil inside of measuring cup.
   b. Set cup on level surface.
   c. Look at measuring line at eye level and then,
   d. Pour molasses to equal 3/4 cup.

   NOTE: The syrup will pour out of measuring easier if the cup is just oiled.

6. Clean all equipment and return to proper storage area.

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 006 **date:** 5/77 **level:**

skill title: Measuring Dry Ingredients and Shortening

developed & written by: Kathy Miller

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

You are going to learn:

How to measure dry ingredients and shortening.

And in order to do this you will need:

1. Standard measuring spoons
2. Standard measuring cups for dry ingredients
3. Straight edge knife
4. Spoon
5. Sifter
6. Flour
7. Rolling pin
8. Waxed paper
9. Brown sugar
10. Granulated or confectioner's sugar
11. Shortening
12. Rubber spatula
13. Margarine
14. Liquid cup measure
15. Water
16. Sharp knife
17. Good Housekeeping Cookbook

We will know you can do this when:

You measure the dry ingredients so they are level with the required line of measurements and have no lumps.

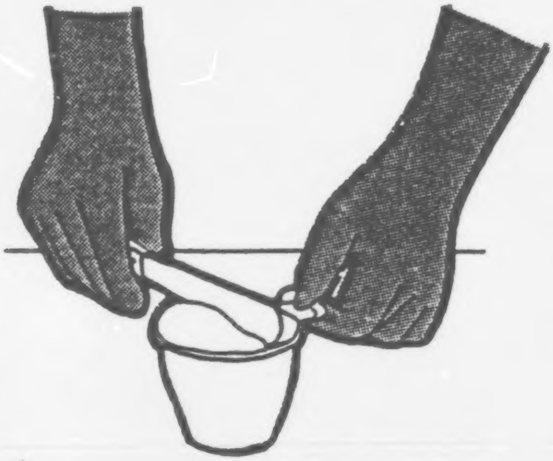
INFORMATION

Read Good Housekeeping Cookbook, pages 17 through 19.

JOB STEPS

1. Collect all materials listed on page 2 and go to your work area.

2. To measure small amounts of dry ingredients, dip measuring teaspoon into dry ingredients until you have one rounded teaspoon. Lift out the teaspoon. Using edge of knife, level off ingredients to one full teaspoon.



3. To measure sugar, granulated or confectioner's, lightly spoon sugar into 1/3 measuring cup. Using edge of knife, level off sugar to measure 1/3 cup. If sugar is lumpy, sift onto waxed paper first. Then, measure ingredient.

4. To measure brown sugar, spoon the brown sugar into ½ measuring cup. Using back of spoon, pack down sugar so that it will hold its shape when turned out of cup. To turn out, hold ½ cup measure upside-down and lightly shake. If brown sugar is lumpy, first roll out lumps using a rolling pin and sift. Then, measure sugar.

5. To measure flour, sift flour through sifter onto waxed paper. Lightly spoon sifted flour into ½ measuring cup until full. Using edge of spatula, level off flour without packing it down.

JOB STEPS

6. To measure shortening:

   a. Scoop shortening from can and firmly pack it into ¼ measuring cup for dry ingredients. Using edge of knife, level off. Using a rubber spatula, remove from shortening cup.

   b. Put 3/4 cup of water into liquid measuring cup. Drop a spoonful of shortening into the water. Continue to drop shortening into water until water level reaches the one cup mark. Pour out the water and reserve the shortening. The shortening will measure at ¼ cup.

7. To measure butter when butter is in 1 pound block, measure as you did shortening above. Butter can be packaged in ¼ pound sticks that are wrapped in paper and marked off in tablespoon units. Measure as indicated for margarine below.

8. Margarine, is in ½ cup sticks that are wrapped in paper and marked off in tablespoon units. Use a sharp knife to cut off 1 tablespoon of margarine.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 007 date: 5/77 level: ____

skill title: Weighing Ingredients

developed & written by: Kathy Miller

visuals by: Sherri Baker

WORD GUIDE

INCREMENT - A unit of measure; ounces, cups, pounds, etc.

PERFORMANCE OBJECTIVE

You are going to learn:

How to weigh ingredients

And in order to do this you will need:

Food Scales - reliable within two increments

Scoop

Three pans

Flour

Sugar

Shortening

Oil

We will know you can do this when:

The ingredients you have weighed are accurate within one increment when checked by your instructor.

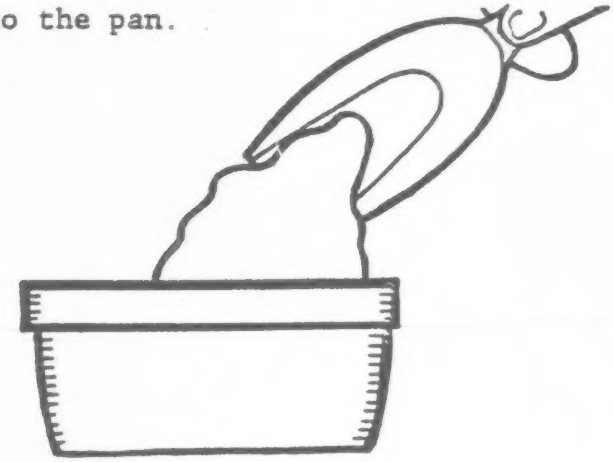
JOB STEPS

1. Collect all materials needed that are listed on page 2.

2. Place an empty pan on the scale.

3. The pan will register a weight on the scale. We are not interested in this weight. Adjust the dial on the scale to read zero when the pan is on it.

4. Scoop flour into the pan.



5. When the dial indicates one pound, you now have one pound of flour. Remove the pan from the scale.

6. Weigh four ounces of sugar, follow steps 2 through 4. Remove the pan from the scale.

7. To weigh shortening, lightly oil pan so that shortening can be removed easily. Weigh five ounces of shortening following steps 2 through 4.

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 008 date: 5/77 level:

skill title: Requisitioning Ingredients For Recipes

developed & written by: Kathy Miller

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

You are going to learn:

How to requisition ingredients for recipes.

And in order to do this you will need:

1. Standardized recipes for 50 portions from eight different food groups
2. Pencil
3. Requisition form

We will know you can do this when:

You request, in writing, all ingredients necessary to prepare each recipe. Do not assume that you have even the smallest ingredient.

INFORMATION

Chocolate Chip Cookies

½ cup shortening

½ cup granulated sugar

¼ cup brown sugar

1 egg

1 teaspoon vanilla

1 cup sifted all-purpose flour

3/4 teaspoon salt

½ teaspoon soda

1 6-ounce package (1 cup) semi-sweet chocolate chips

½ cup broken nuts

Cream shortening, sugar, egg, and vanilla till light and fluffy. Sift together dry ingredients; stir into creamed mixture, and blend well. Add chocolate and nuts.

Using teaspoon, drop dough two inches apart on a greased cookie sheet. Bake in moderate oven (375°) 10 to 12 minutes. Remove from sheet immediately. Makes 3 dozen.

JOB STEPS

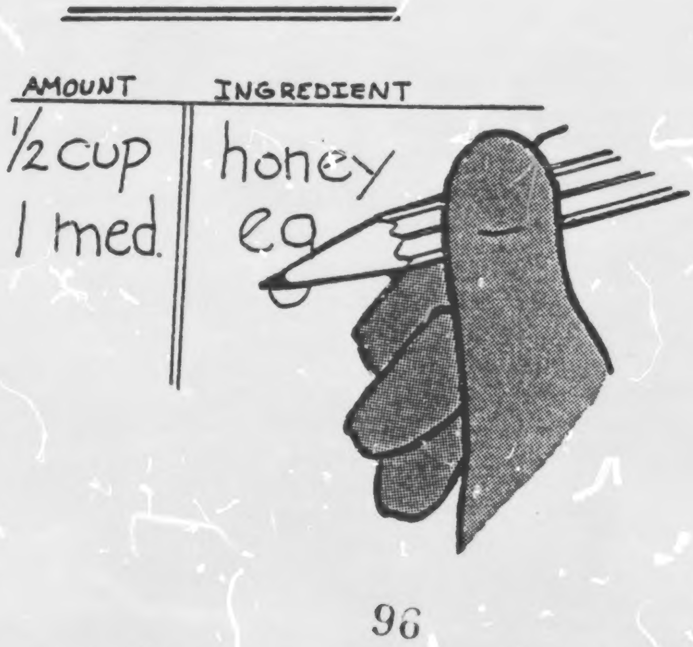
1. Collect all materials needed as listed on page 2.

2. Chooose one recipe from each of the following areas of food preparation:

    1. Meat, poultry, fish
    2. Egg, milk, cheese, and casserole dish
    3. Vegetables
    4. Salads
    5. Breads
    6. Desserts: milk, egg, and fruit
    7. Desserts: cakes, cookies, pies
    8. Appetizers: hors d'eurves and sandwiches

3. Read through each recipe. See example on page 3.

4. Write down every ingredient called for in the recipe.



JOB STEPS

5. Next to the ingredient, write down the amount needed. Check your form with the one on page 5. Do the same for all your recipes and then, fill out a complete requisition form for all 8 food groups.

6. Put away all materials.

7. Ask instructor to check your work.

REQUISITION FORM

Amount	Ingredients
½ cup	shortening
½ cup	granulated sugar
¼ cup	brown sugar
1	egg
1 teaspoon	vanilla
1 cup	sifted all-purpose flour
3/4 teaspoon	salt
½ teaspoon	soda
1 6-ounce package (1 cup)	semisweet chocolate chips
½ cup	broken nuts
1 teaspoon	additional shortening (to grease cookie sheet)

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 009 date: 6/77 level: II

skill title: Preparing Meat, Poultry, and Fish

developed & written by: Kathy Miller

visuals by:

WORD GUIDE

MEAT MALLET - A kitchen utensil similar to a hammer, but it has several points on each end. Pounding meat with this will increase the tenderness.

BROWN - Lightly fry until item turns a light brown.

SIMMER - Cook in liquid, just below boiling point.

PERFORMANCE OBJECTIVE

You are going to learn:

How to prepare meat, poultry, and fish.

And in order to do this you will need:

All of the ingredients listed in the recipes.

All equipment listed in the following recipes.

Requisition form

Pencil

Standardized recipe forms

We will know you can do this when:

1. Standarize the recipes included in this mod.
2. You prepare the dishes in time to be served in the class cafeteria.

JOB STEPS

1. Plan the sequence for preparing the recipes for the week. Read pages 153-170 of Food Service Manual.

2. Read pages 180-182 of Basic Nutrition and Diet Therapy.

3. Requisition all ingredients for the week on the requisition form, listing amounts, item, and date of use.

4. Standardize the recipe as in mod 4501 04 001.

5. Adjust the recipe yield to serve 25 as in mod 4501 04 002 or mod 4501 04 003.

JOB STEPS

PART I MEAT

1. Carefully read the entire recipe.

2. Reread word guide.

3. Standardize the following recipe as indicated on page 3, job steps 4 and 5.

4. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar meat recipe of your choice.

5. Check to see if all the ingredients are at hand.

6. Collect the following materials:

   Small bowl
   Spoon
   Meat mallet
   Heavy skillet with cover
   Fork
   Platter

7. Measure or weigh all ingredients.

8. Carefully follow each step of the recipe.

SWISS. STEAK

1/4	teaspoon pepper
2	teaspoons salt
1/4	cup all-purpose flour
1 1/2	teaspoons dry mustard
1	3 pound beef round steak, cut 1½ inches thick
1/4	cup salad oil
1	tablespoon Worchestershire Sauce
1	3-ounce can mushroom crowns, drained
	butter or margarine
1/2	cup water

Combine flour, salt, pepper, and dry mustard. Sprinkle mixture over round steak and pound into meat with meat mallet. Using a heavy skillet, slowly brown steak in oil on both sides. Combine water and Worchestershire Sauce; add to browned meat in skillet. Cover tightly, and cook over very low heat for 1 3/4 to 2 hours or until tender. Remove steak to warm platter. Add butter to juices that are still in the skillet. Let butter melt, then add mushrooms and heat. When mushrooms are thoroughly heated, pour mixture over steak and serve.

Serves 8.

JOB STEPS

PART 2 MEAT EXTENDER

1. Carefully read the entire recipe.

2. Reread word guide.

3. Standardize the following recipe as indicate job steps 4 and 5.

4. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar meat extender of your choice.

5. Check to be sure all ingredients are at hand.

6. Collect the following materials:

   Dutch oven and cover

   Large spoon

7. Measure or weigh all ingredients.

8. Carefully follow each step of the recipe.

OLD-TIME BEEF STEW

2	pounds beefchuck, cut in 1 1/2 inch cubes
1	teaspoon Worchestershire Sauce
1	clove garlic
1	medium onion, sliced
1-2	bay leaves
1	tablespoon salt
1	teaspoon sugar
1/2	teaspoon pepper
1	pound small white onions
2	tablespoons shortening
2	cups hot water
1/2	teaspoon paprika
6	carrots, pared and quartered
4	potatoes, pared and quartered
	beef gravy

In dutch oven, thoroughly brown meat in hot shortening, turning meat often. Add hot water, Worchestershire Sauce, garlic, sliced onion, bay leaves, salt, sugar, pepper, and paprika. Cover, simmer for 1 1/2 hours, stirring occasionally to keep from sticking. Remove bay leaves and garlic. Add vegetables, cover and cook 30 to 45 minutes, or until vegetables are tender. Skim most of fat from liquid. Add gravy and heat for 3 minutes.

Serves 8.

JOB STEPS

PART 3 CHICKEN

1. Carefully read the entire recipe.

2. Standardize the following recipe as indicated on page 3, job steps 4 and 5.

3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar chicken recipe of your choice.

4. Check to be sure all ingredients are at hand.

5. Collect the following materials:

   1½ quart casserole

   Paring knife and cutting board

   2 small bowls

   Large sauce pan

   Spoon

6. Measure or weigh all ingredients.

7. Carefully follow each step of the recipe.

JIFFY CREAMED CHICKEN

3	slices bread
2-3	tablespoons melted butter or margarine
1	can (16 oz.) peas
1	can (13 oz.) boned chicken, cut into pieces
1	can (10½ oz.) condensed cream of mushroom soup
1/2	teaspoon salt
1/2	teaspoon monosodium glutamate
1/8	teaspoon pepper
	grease for pan

Grease casserole dish. Cut bread into cubes and soak in melted butter. Set aside. Drain peas, reserving liquid, and put peas into large saucepan. Blend in chicken, soup, 1/3 cup of reserved pea liquid, salt, monosodium glutamate and pepper. Heat thoroughly. Turn into casserole and top with buttered bread. Bake at 400°F. for 15 minutes or until bread is browned.

Serves 6.

JOB STEPS

PART 4 FISH

1. Carefully read the entire recipe.

2. Standardize the following recipe as indicated on page 3, job steps 4 and 5.

3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar fish recipe of your choice.

4. Check to be sure all ingredients are at hand.

5. Collect the following materials:

   2½ inch loaf pan

   Large bowl

   Small bowl

   Fork

6. Measure or weigh all ingredients.

7. Carefully follow each step of recipe.

SALMON LOAF

1	1 pound can salmon, drained and flaked
2	cups soft bread crumbs
1	tablespoon chopped onion
1	tablespoon melted butter
1/2	teaspoon slat
1/2	cup milk
1	slightly beaten egg
	grease for pan

Grease loaf pan. In bowl, combine salmon crumbs, onion butter and salt. Combine milk and egg; add to salmon mixture and mix thoroughly. Shape into loaf pan. Bake at 350° for 35-40 minutes.

Serves 4.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 010 date: 6/77 level: II

skill title: Preparing Egg, Milk, Cheese, and Casserole Dishes

developed & written by: Kathy Miller

visuals by:

PERFORMANCE OBJECTIVE

You are going to learn:

How to prepare the assigned egg, milk, cheese and casserole dishes.

And in order to do this you will need:

1. All ingredients listed in the following recipes
2. All equipment listed in the following recipes
3. Requisition form
4. Pencil
5. Standardized recipe forms

We will know you can do this when:

1. You standardize the recipes included in this mod.
2. You prepare the assigned dishes or dish of your own choice well enough so they are palatable and appetizing.
3. You prepare the dishes in time to be served in class cafeteria.

JOB STEPS

1. Plan the sequence for preparing the egg, milk, cheese, and casserole dishes. Read pages 170-178 and 202-203 in Food Service Manual.

2. Read pages 180-181 in Basis Nutrition and Diet Therapy.

3. Requisition all ingredients listing amounts, item, and date of use.

4. Standardize the recipe as in mod 4501 04 001.

5. Adjust the recipe yield to serve 25 as in mod 4501 04 002 or 4501 04 003.

6. Carefully follow each step of the recipes listed or select and prepare similar recipes of your choice.

JOB STEPS

PART I EGG

1. Carefully read the recipe.

2. Standardize the following recipe.

3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar egg recipe of your choice.

4. Check to be sure all ingredients are at hand.

5. Collect the following equipment:

   Large saucepan with cover

   Small bowl

   Fork

6. Measure all ingredients.

7. Carefully follow each step of the recipe.

WORD GUIDE

SIMMER - To cook slowly just below boiling point.

DEVILED EGGS

6 eggs
1/4 cup mayonnaise
1 teaspoon vinegar
1 teaspoon prepared mustard
1/8 teaspoon salt
dash pepper

Place eggs in saucepan and cover with cold water, at least 1 inch above eggs. Rapidly bring water to a boil. When water boils, reduce heat at once to keep water just below simmering. Cover pan and cook eggs for 15 to 20 minutes. Cool immediately in cold water to prevent yolk from darkening. When cool, crack shell all over and peel off shell. Halve the eggs lengthwise; remove yolks and mash. Thoroughly blend in remaining ingredients. Refill the white so they are heaping.

JOB STEPS

PART 2 MILK

1. Carefully read the recipe.

2. Standardize the following recipe.

3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar milk recipe of your choice.

4. Check to be sure all the ingredients are at hand.

5. Collect the following equipment:

   Large saucepan

   Large spoon

6. Measure all ingredients.

7. Carefully follow each step of the recipe.

CREAM OF POTATO SOUP

2	tablespoons butter or margarine
2	tablespoons all-purpose flour
1/2	teaspoon salt
3	cups milk
2	cups diced, cooked potatoes
1	tablespoon chopped canned pimento

Melt butter in saucepan over low heat. Blend in flour and salt. Add milk all at once. Cook quickly, stirring occasionally, till mixture thickens and bubbles. Add potatoes and pimento and heat through.

Serves 6.

JOB STEPS

PART 3 CHEESE

1. Carefully read the recipe.

2. Standardize the following recipe.

3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar cheese recipe of your choice.

4. Check to be sure all ingredients are at hand.

5. Collect the following equipment:

   2 saucepans with cover

   Large spoon

   1 1/2 quart casserole

   Paring knife

6. Measure or weigh all ingredients.

7. Carefully follow each step of the recipe.

MACARONI AND CHEESE

1 1/2	cups elbow macaroni
3	tablespoons butter or margarine
2	tablespoons all-purpose flour
1/2	teaspoon salt
	dash pepper
2	cups milk
1/4	cup finely chopped onion
8	ounce sharp process American cheese, cubed
1	tomato

Cook macaroni in boiling salted water till tender; drain. In saucepan, melt butter; blend in flour, salt and pepper. Add milk; cook and stir until thick and bubbly. Add onion and cheese; stir till melted. Mix sauce with macaroni. Pour into 1 1/2 quart casserole dish. Slice tomato and arrange on top. Sprinkle with salt. Bake at 350° for 35 to 40 minutes.

Makes 6 servings.

JOB STEPS

PART 4 CASSEROLE

1. Carefully read the recipe.

2. Standardize the following recipe.

3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar casserole recipe of your choice.

4. Check to be sure all ingredients are at hand.

5. Collect the following equipment:

   1 quart casserole

   Spoon

6. Measure all ingredients.

7. Carefully follow each step of the recipe.

WORD GUIDE

PRECOOKED - Fast cooking rice. Minute Rice is the most commonly used brand name product.

TEXAS BEEF BAKE

1/4	pound lean ground beef
1	8 ounce can tomatoes, cut up
1	8 ounce can kidney beans, drained
1/4	cup uncooked, precooked rice
1/4	cup chopped onion
1	tablespoon chopped green pepper
1/2	teaspoon chili powder
1/4	teaspoon salt
1/4	teaspoon garlic salt
1/4	cup shredded sharp processed American cheese

Crumble ground beef into casserole. Stir tomatoes, kidney beans, rice, onion, green pepper, chili powder, salt, and garlic salt. Cover and bake at 350° for 45 minutes. Stir once during baking. Top with cheese and continue baking till cheese melts.

Makes 4 servings.

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 011 date: 6/77 level: II

skill title: Preparing Vegetables

developed & written by: Kathy Miller

visuals by:

PERFORMANCE OBJECTIVE

You are going to learn:

How to prepare steamed vegetables and a vegetable casserole.

And in order to do this you will need:

All ingredients listed in the recipes

All equipment listed in the recipes

Requisition form

Pencil

Standardized recipe forms and recipes of your choice

We will know you can do it when:

1. You standardize the recipes included in this mod.
2. You prepare the assigned dishes or dish of your choice well enough so they are palatable and appetizing.
3. You prepare the dishes in time to be served in the class cafeteria.

JOB STEPS

1. Plan the sequence for preparing the vegetable recipes. Read pages 178-183 in Food Service Manual.

2. Read pages 182-183 in Basic Nutrition and Diet Therapy.

3. Requisition all ingredients for the week, listing amounts, items, and date of use.

4. Standardize the recipe as in mod 4501 04 001.

5. Adjust the recipe to yield 25 servings as in mod 4501 04 002 or 4501 04 003.

6. Carefully follow each step of the recipe listed or select and prepare a vegetable recipe of your own choice.

JOB STEPS

PART 1 FRESH VEGETABLES

1. Carefully read the recipe.

2. Standardize the recipe.

3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar vegetable recipe of your own choice.

4. Check to be sure all ingredients are at hand.

5. Collect the following equipment:

   Vegetable brush

   Paring knife

   Large saucepan and cover

   Steam basket

   Fork

6. Carefully follow each step of the recipe.

STEAMED ASPARAGUS

Wash asparagus; scrub gently with vegetable brush. Break stalks; they will snap where tender part starts. Cut into spears, approximately 5 inches long. Pour water into a saucepan until it is 3/4 inch deep. Place a steam basket in the saucepan, then put the asparagus spears in the basket and cover. Heat until water boils. Boil for 3 minutes; pierce with fork. If fork goes in easily, asparagus is done.

JOB STEPS

PART 2 VEGETABLE CASSEROLE

1. Carefully read the recipe.

2. Standardize the recipe.

3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar vegetable recipe of your own choice.

4. Check to be sure all ingredients are at hand.

5. Collect the following equipment:

   Saucepan

   Spoon

   8" round casserole dish

6. Measure all ingredients.

7. Carefully follow each step of the recipe.

SCALLOPED CORN

1	1 pound, 1 ounce can cream-style corn
1	cup milk
1	well-beaten egg
1	cup cracker crumbs
1/4	cup finely chopped onions
3	tablespoons chopped canned pimento
3/4	teaspoon salt
1/2	buttered cracker crumbs

Heat corn and milk. Gradually stir in egg. Add cracker crumbs, onion, pimento, salt, and a dash of pepper. Mix well and pour into a greased casserole. Top with buttered crumbs. Bake at 350° for 20 minutes.

Serves 6.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 012 date: 6/77 level: II

skill title: Preparing Salads

developed & written by: Kathy Miller

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to prepare a number of salads, such as tossed, fish, molded, and fruit.

IN ORDER TO DO THIS YOU WILL NEED:

1. All ingredients listed in the recipes
2. All equipment listed in the recipes
3. Requisition form
4. Pencil
5. Standardized recipe forms and salad recipes

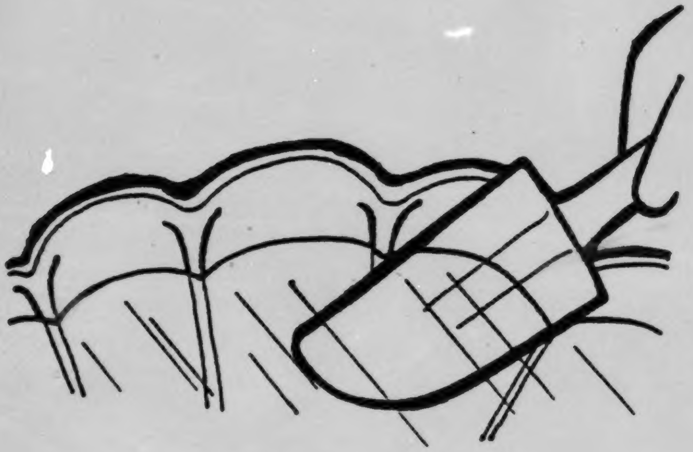
WE WILL KNOW YOU CAN DO IT WHEN:

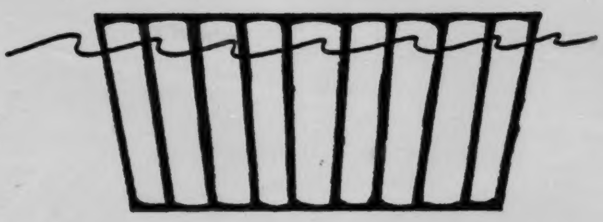
1. You standardize the recipes included in this mod.
2. You prepare the assigned dishes or dishes of your choice well enough so they are palatable and appetizing.
3. You prepare the salad in time to be served in class cafeteria.

INFORMATION

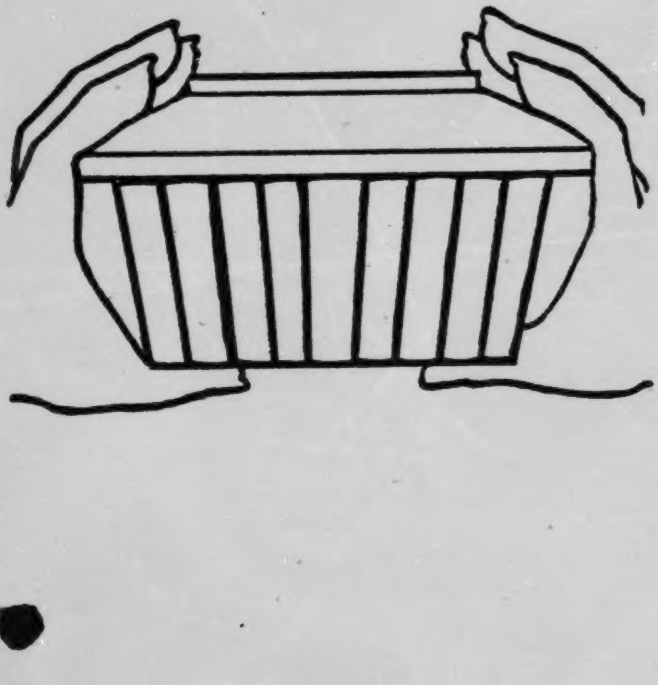
To unmold:

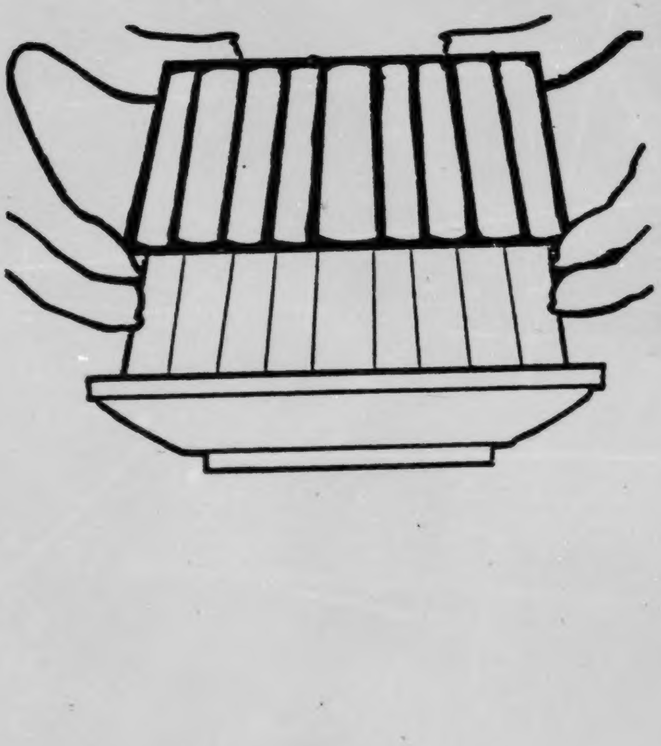
Loosen edge (and around center of ring mold) with spatula. Dip mold to rim in warm water for a few seconds; tilt slightly; ease gelatin away from one side to let air in. Tilt and rotate mold so air can loosen gelatin all the way around.





Place a plate upside down over mold; hold the plate and mold together; invert; lift off mold.





JOB STEPS

1. Plan the sequence for preparing the salad recipes.
2. Read pages 183-188 of Food Service Manual.
3. Read pages 240-253 of Nice to Know by West & Wood.
4. Requisition all ingredients for the week, listing amounts, items, and date of use.
5. Standardize the recipes as in mod #4501 04 001.
6. Adjust the recipes to yield 25 servings as in mod #4501 04 002 or #4501 04 003.
7. Carefully follow each step of the recipes listed or select and prepare salad recipes of your choice.

PART I TOSSED SALAD

1. Carefully read the recipe.
2. Standardize the following recipe as indicated on page 3, job steps 5 and 6.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar salad recipe of your choice.

4. Check to be sure all ingredients are at hand.
5. Collect the following equipment:

   large salad bowl
   salad tongs

6. Carefully follow each step of the recipe.

ITALIAN SALAD BOWL

½ medium head lettuce, torn in bite-size pieces
½ medium head romaine lettuce, torn in bite-size pieces
2 cups thinly sliced raw zucchini
½ cup sliced radishes
½ cup sliced fresh mushrooms
3 green onions, sliced
salt
pepper
Italian salad dressing
½ cup crumbled blue cheese

In a large salad bowl, combine lettuce, romaine, zucchini, radishes, mushrooms, and green onions. Season with salt and pepper. Toss lightly with dressing. Sprinkle blue cheese over top. Serves 6.

JOB STEPS

PART II FISH SALAD

1. Carefully read the recipe.
2. Standardize the following recipe as indicated on page 3, job steps 5 and 6.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar salad recipe of your choice.

4. Check to be sure all ingredients are at hand.
5. Collect the following equipment:

   medium sized mixing bowl
   fork
   large salad bowl

6. Carefully follow each step of the recipe.

FLAKED - Packaged products often become compressed, use a fork to separate item into small pieces.

TUNA SALAD

3 tablespoons lemon juice
2 cups flaked tuna
1 cup chopped celery
½ cup mayonnaise (approximately)
salt
pepper
3 hard cooked eggs, sliced
lettuce
lemon wedges

Sprinkle lemon juice over tuna. Add celery. Moisten mixture with mayonnaise; season with salt and pepper. Fold in eggs. Arrange mixture in lettuce-lined bowl with lemon wedges. Serves 6.

JOB STEPS

1. Carefully read the recipe.
2. Standardize the following recipe as indicated on page 3, job step 5 and 6.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar salad recipe of your choice.
4. Check to be sure all ingredients are at hand.
5. Collect the following equipment:

   saucepan
   strainer
   small bowl
   5 cup ring mold
   platter
   spoon
6. Carefully follow each step of the recipe.

WORD GUIDE

SOFTEN - Add gelatin powder to a liquid, let stand until powder is partially dissolved or begins to be transparent.

TOMATO ASPIC

4 cups tomato juice
1/3 cup chopped onion
1½ cup chopped celery
2 tablespoons brown sugar
1 teaspoon salt
2 bay leaves
4 cloves
2 envelopes unflavored gelatin
3 tablespoons lemon juice
lettuce leaves

Combine 2 cups tomato juice with onion, ½ cup chopped celery, brown sugar, salt, bay leaves, and cloves. Simmer uncovered for five minutes. Strain. Meanwhile, soften gelatin in one cup cold tomato juice, dissolve in hot juice mixture. Add one cup tomato juice and lemon juice. Chill till partially set. Add 1 cup celery. Pour into mold. Chill till firm. Unmold to lettuce lined platter. Serves 10.

JOB STEPS

1. Carefully read recipe.
2. Standardize the following recipe as indicated on page 3, job steps 5 and 6.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod, or select a similar salad recipe of your choice.
4. Check to be sure all ingredients are at hand.
5. Collect the following equipment:

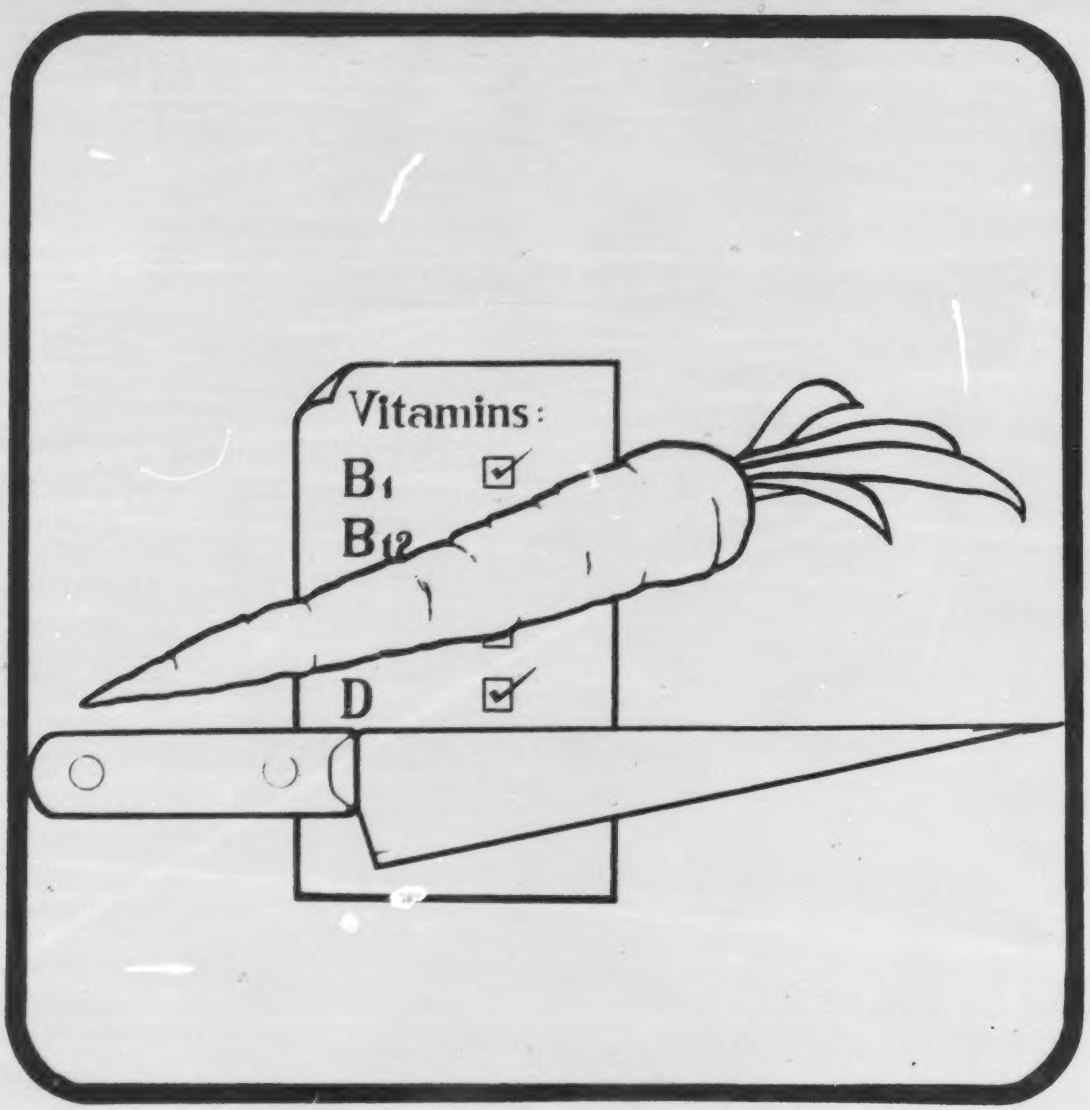
   2 medium sized bowls
   spoon
6. Carefully follow each step of the recipe.

AMBROSIA SALAD

3/4 cup diced pared orange
2 bananas, peeled and sliced
½ cup seedless green grapes
¼ cup pitted dates, cut up
3 tablespoons lemon juice
½ cup whipping cream, whipped
1 cup mayonnaise
¼ cup flaked* coconut

Combine fruits. Sprinkle with lemon juice, chill. Fold whipped cream into mayonnaise and fold into fruit mixture. Top with coconut. Serves 6.

*See word guide



dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 013 **date:** June 1977 **level:** II

skill title: Preparing Breads

developed & written by: Kathy Miller

visuals by: Sherri Baker

139

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to make coffee cake, quick bread, biscuits, and yeast bread.

IN ORDER TO DO THIS YOU WILL NEED:

1. All ingredients listed in the recipes.
2. All equipment listed in the recipes.
3. Requisition form
4. Pencil
5. Standardized recipe forms.

WE WILL KNOW YOU CAN DO IT WHEN:

1. You standardize the recipes included in this mod.
2. You can prepare the assigned recipes or recipes of your choice.
3. You prepare the bread in time to be served in class cafeteria.

WORD GUIDE

YEAST BREAD	Breads made with slower acting yeast.
ELASTIC	Stretch and return to shape.

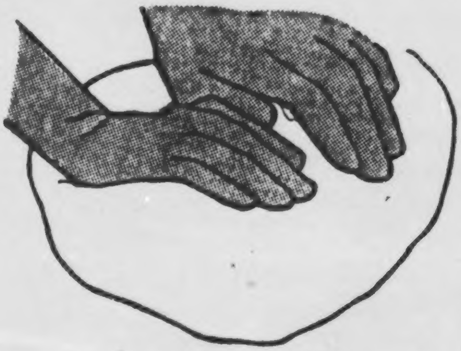
INFORMATION

Active dry yeast or compressed yeast may be used in recipes. Both take 5 to 10 minutes to soften. Soften active dry yeast in warm water (110°) and compressed yeast in lukewarm water (85°).

Flour forms the basic structure of dough. All flour necessary to keep dough from sticking to hands should be added at time of mixing. Adding after rising causes dark streaks and coarse texture.

On days with high humidity, dough may require up to 1 cup more flour than recipe states.

When recipe says to knead, turn dough out on lightly floured surface. Curve fingers over dough and push down with heel of palm. Give dough a quarter turn; fold dough over and push down again. Repeat this method, till smooth, satiny, and elastic (about 8-10 min.).



Place dough in lightly greased bowl; turn once to grease surface. Cover to prevent crust forming.

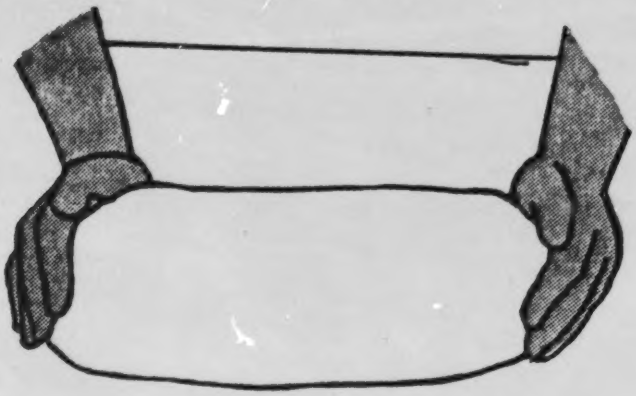
Cover and let dough rise in warm place (82°) till it doubles in size. (Place bowl on rack of cold oven with pan of hot water on bottom of oven.) Here is how the yeast works: The growth of yeast produces a gas that is held in bubbles; they expand and the dough is said to "rise". A high temperature will kill yeast; a low temperature slows growth.

Punch down dough with fist, folding edges toward center, and turning dough over. Follow recipe for shaping and second rising.

Let dough rest before shaping to regain elasticity. Cover during this period so surface will not dry.

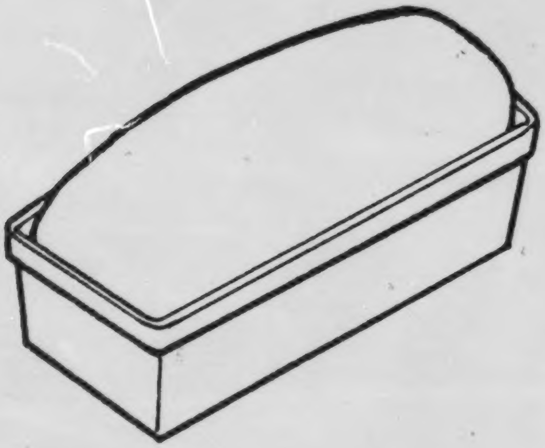
INFORMATION

To shape loaf: With rolling pin, flatten dough to 15 x 7-inch rectangle. Roll up like jelly roll starting at narrow side. Seal at each turn with fingertips of edge of hand (picture 2). Press down on ends of loaf with sides of hands to make two thin sealed strips (picture 3). Fold strips under loaf as it is put into loaf dish so bread will have smooth crusts at both ends.



When dough is ready to bake or shape, fingertips will leave slight indentation.

Homemade bread fresh from the oven is pretty and plump with a tender, golden brown crust and rounded top.



WORD GUIDE

QUICK BREAD - Breads made with quick acting leavening - baking powder, baking soda, sour milk, or steana. Examples are coffee cakes, muffins, biscuits, and nut loaves.

JOB STEPS

1. Plan the sequence for preparing the bread recipes.
2. Read page 200 of Food Service Manual.
3. Requisition all ingredients for the week listing amounts, items, and date of use.
4. Standardize the recipe as in Mod #4501 04 001.
5. Adjust the recipe yield to serve 25 as in Mod #4501 04 002 or #4501 04 003.
6. Carefully follow each step of the recipe or select and prepare a similar bread recipe of your choice.

PART I QUICK BREADS - COFFEE CAKE

1. Carefully read the recipe.
2. Standardize the recipe.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar bread recipe of your choice.

4. Check to see if all ingredients are at hand.
5. Collect the following equipment:

   medium sized bowl
   small sized bowl
   sifter
   spoon
   fork
   baking pan, 11" x 7" x 1½"

6. Carefully follow each step of the recipe.

WORD GUIDE

CREAM - Work shortening and other ingredient by stirring, rubbing or beating with spoon until soft and creamy.

SIFT TOGETHER - Process dry ingredients through sifter.

CUT-IN - Use fork or pastry cutter to blend dry ingredient with shortening until mixture forms coarse crumbs.

BLUEBERRY BUCKLE

½ cup shortening
3/4 cup sugar
1 egg
2 cups sifted all-purpose flour
2 ½ teaspoons baking powder
¼ teaspoon salt
½ cup milk
2 cups blueberries
½ cup sugar
½ cup sifted all-purpose flour
½ teaspoon ground cinnamon
¼ cup butter or margarine

Thoroughly cream shortening and 3/4 cup sugar; add egg and beat until light and fluffy. Sift together 2 cups flour, baking powder, and salt; add to creamed mixture alternately with milk. Spread in pan. Top with berries. Mix ½ cup sugar, ½ cup flour, and cinnamon; cut-in butter until crumbly; sprinkle over berries. Bake at 350° for 45 minutes. Cut in squares. Serve warm.

JOB STEPS

PART II QUICK BREAD

1. Carefully read the recipe.
2. Standardize the recipe.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar bread recipe of your choice.
4. Check to see if all ingredients are at hand.
5. Collect the following equipment:

   mixing bowl
   spoon
   electric beater
   baking pan, 9" x 9" x 2"
   sifter
6. Carefully follow each step of the recipe.

PERFECT CORN BREAD

1 cup sifted all-purpose flour
¼ cup sugar
4 teaspoons baking powder
3/4 teaspoon salt
1 cup yellow cornmeal
2 eggs
1 cup milk
¼ cup shortening

Sift flour with sugar, baking powder, and salt; stir in cornmeal. Add eggs, milk, and shortening. Beat with electric beater until just smooth. (Do not overbeat.) Pour into greased pan. Bake at 425° for 20 to 25 minutes.

JOB STEPS

PART III QUICK BREADS - BISCUITS

1. Carefully read the recipe.
2. Standardize the recipe.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar bread recipe of your choice.

4. Check to see if all ingredients are at hand.
5. Collect the following equipment:

   sifter
   fork
   mixing bowl
   biscuit cutter
   baking sheet

6. Carefully follow each step of the recipe.

WORD GUIDE

KNEAD - (Refer to page 3 of this mod.)

BAKING POWDER BISCUITS

2 cups sifted all-purpose flour
3 teaspoons baking powder
½ teaspoon salt
¼ cup shortening
2/3 to 3/4 cup milk

Sift dry ingredients into bowl. Cut in shortening until crumbs are coarse. Make a well; add milk all at once. Stir quickly with fork just until dough follows fork around bowl. Turn onto lightly floured surface. (Dough should be soft) Knead gently 10 to 12 strokes. Roll or pat dough ½" thick. Dip cutter in flour; cut dough straight down - no twisting. Bake on ungreased baking sheet at 450° for 12 to 15 minutes. Makes 16 biscuits.

JOB STEPS

PART IV YEAST BREAD

1. Carefully read the recipe.
2. Carefully read preparation tips on page 3 of this mod.
3. Standardize the recipe.
4. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in the mod or select a similar bread recipe of your choice.

5. Check to see if all ingredients are at hand.
6. Collect the following equipment:

   2 large mixing bowls
   wooden spoon
   light-weight kitchen towel
   2 loaf pans, 9" x 5" x 3"
   double boiler

7. Carefully follow each step of the recipe.

WORD GUIDE

SCALDED MILK - Heat in top of double boiler over simmering water just until a thin film appears.

KNEAD - (See page 3 of this mod)

PERFECT WHITE BREAD

1 package active dry yeast
¼ cup warm water
2 cups milk, scalded
2 tablespoons sugar
2 teaspoons salt
1 tablespoon shortening
5 3/4 to 6¼ cups sifted all-purpose flour
grease for pans

Soften yeast in warm water (110°). Combine hot milk, sugar, salt, and shortening. Cool to lukewarm. Stir in 2 cups of flour; beat well. Add the softened yeast; mix. Add enough of remaining flour to make a moderately stiff dough. Turn out on lightly floured surface; knead until smooth and satiny (8 to 10 minutes). Shape in a ball; place in lightly greased bowl, turning once to grease surface. Cover; let rise in warm place until double (about 1¼ hours). Punch down. Cut dough in two portions. Shape each in smooth ball; cover and let rest 10 minutes. Shape in loaves; place in pans. Cover and let rise until double (45 to 60 minutes). Bake in oven at 400° for 35 minutes or until done. If tops brown too fast, cover loosely with foil for last 15 minutes. Makes 2 loaves.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 014 **date:** 6/77 **level:** II

skill title: Preparing Desserts: Milk, Egg, and Fruit

developed & written by: Kathy Miller

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to prepare desserts made of milk, egg, and fruit.

IN ORDER TO DO THIS YOU WILL NEED:

1. All ingredients listed in the recipes.
2. All equipment listed in the recipes.
3. Requisition form
4. Pencil
5. Standardized recipe forms and recipes of your choice.

WE WILL KNOW YOU CAN DO IT WHEN:

1. You standardize the recipes included in this mod.
2. You prepare the assigned desserts or desserts of your choice.
3. You prepare the dishes in time to be served in class cafeteria.

JOB STEPS

1. Plan the sequence for preparing the dessert recipes.
2. Read pages 196-200 of Food Service Manual.
3. Requisition all ingrediants for the week, listing amounts, items, and date of use.
4. Standardize the recipe as in module #4501 04 001.
5. Adjust the recipe to yield 25 servings as in module #4501 04 002 or #4501 04 003.
6. Carefully follow each step of the recipe listed or select and prepare a similar dessert recipe of your choice.

PART I CUSTARD

1. Carefully read the recipe.
2. Standardize the following recipe as indicated on page 3, job steps 4 and 5.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar recipe of your choice.
4. Check to be sure if all ingredients are at hand.
5. Collect the following equipment:

   1 quart casserole
   bowl
   spoon
   shallow pan
   knife
6. Carefully follow each step of the recipe.

WORD GUIDE

SCALDED - Bring to a temperature just below the boiling point.

BAKED CUSTARD

3 slightly beaten eggs
¼ cup sugar
2 cups scalded milk
½ teaspoon vanilla
¼ teaspoon salt

Combine eggs, sugar, and salt. Slowly stir in slightly cooled milk and vanilla. Pour into casserole. Place casserole in shallow pan and place on oven rack. Pour hot water into pan until one inch deep. Bake at 325° for 60 minutes, or till knife inserted in center comes out clean.

JOB STEPS

PART II FRUIT DESSERT

1. Carefully read the recipe.
2. Standardize the following recipe as indicated on page 3, job steps 4 and 5.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod, or select a similar fruit dessert recipe of your choice.

4. Check to see if all ingredients are at hand.
5. Collect the following equipment:

   sifter
   3 mixing bowls
   fork
   spoon
   saucepan
   round baking dish, 8½" x 1 3/4"

6. Carefully follow each step of the recipe.

WORD GUIDE

PARED - To remove peeling and core.

APPLE COBBLER

1 cup sifted all-purpose flour
2 tablespoons sugar
1½ teaspoons baking powder
¼ teaspoon salt
¼ cup butter
¼ cup milk
1 egg, slightly beaten

Filling:

1 cup sugar
2 tablespoons all-purpose flour
½ teaspoon ground cinnamon
¼ teaspoon ground nutmeg
6 cups sliced pared apples

Biscuit Topper:

Sift together flour, sugar, baking powder, and salt. Cut in butter till mixture resembles coarse crumbs. Combine milk and egg. Add all at once to dry ingredients, stirring just to moisten. Set aside.

Filling:

Combine sugar, flour, cinnamon, and nutmeg. Toss with apples. Cook and stir over medium heat till almost tender, about seven minutes.

Pour filling into baking dish. Immediately spoon on biscuit topper in six mounds. Bake at 400° for 20 to 25 minutes. Serves 6.

JOB STEPS

1. Carefully read the recipe.
2. Standardize the following recipe as indicated on page 3, job steps 4 and 5.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod, or select a similar pudding recipe of your choice.
4. Check to see if all ingredients are at hand.
5. Collect the following equipment:

   saucepan
   spoon
   bowl
   five pudding cups
6. Carefully follow each step of the recipe.

CHOCOLATE PUDDING

1 cup sugar
2 tablespoons cornstarch
¼ teaspoon salt
2 cups milk
2 one ounce squares unsweetened chocolate
2 slightly beaten egg yolks
2 tablespoons butter
1 teaspoon vanilla

In saucepan, blend sugar, constarch, and salt; add milk and chocolate. Cook and stir over meduim heat till thickened and bubbly. Cook and stir two minutes more. Remove from heat. Stir small amounts of hot mixture into yolks; return to hot mixture; cook and stir two minutes more. Remove from heat; add butter and vanilla. Pour into pudding cups; chill. Serves 5.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 015 **date:** 6/77 **level:** II

skill title: Preparing Desserts: Cakes, Cookies, Pies

developed & written by: Kathy Miller

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to prepare cakes, cookies, and pies.

IN ORDER TO DO THIS YOU WILL NEED:

1. All ingredients listed in the recipes.
2. All equipment listed in the recipes.
3. Requisition form
4. Pencil
5. Standardized recipe forms.

WE WILL KNOW YOU CAN DO IT WHEN:

1. You standardize the recipes included in this mod.
2. You prepare the assigned dessert recipes or recipes of your choice well enough so they are platable and appetizing.
3. You prepare the desserts in time to be served in class cafeteria.

INFORMATION

PIES:

Pies should have a tender, flaky crust and a filling that will hold its shape. The type of crust you have is determined by the way the fat and flour are combined:

Flaky Crust - fat and flour mixed until small lumps the size of peas are formed.

Mealy Crust - fat and flour mixed thoroughly.

Tenderness of crust depends on the kind of flour, amount of fat and water used:

Excess fat increases tenderness

Excess water gives a tough crust

Overmixing after water is added will produce a tough crust.

Too much flour also causes tough crust

To make a one crust pie:

1. Weigh 5oz. dough for each 8" crust.
2. Chill for 10 minutes.
3. Roll into circle 2" larger than pie pan.
4. Fit crust loosely into pan so there are no air spaces between crust and pan.
5. Trim, allowing 1/2" extra to build up edge.
6. For custard type pie, crimp edge, add filling and bake.
7. For cream or chiffon pies, fit pie crust over inside of pans, crimp edge, prick crust all over with fork to help keep shape of crust.
8. Bake, cool, and fill.

To make a 2 crust pie:

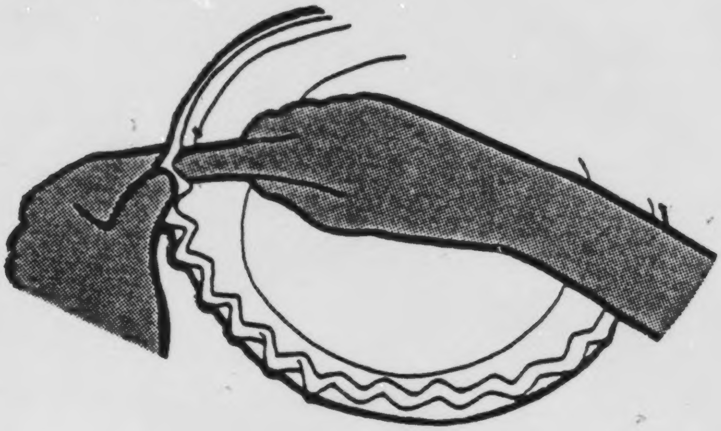
1. Weigh 5 oz. for bottom crust and 4 oz. for top crust for 8" pie.
2. Roll pastry into circle, place bottom crust in pan and trim, leave 1/2" extra crust around edge to fold over top crust and prevent fruit juice from running out.
3. Add filling, brush edge of bottom crust with water.
4. Roll out top crust, put it on top of filling.
5. Cut slits in top crust to allow steam to escape.
6. Trim, fold edge of bottom crust over edge of top crust, flute and seal by pressing the two crusts together with finger tips. Brush top crust with milk using pastry brush. Sprinkle 1 teaspoon of sugar over milk on crust to make crust brown evenly.
7. Bake.

INFORMATION

Preparation Tips:

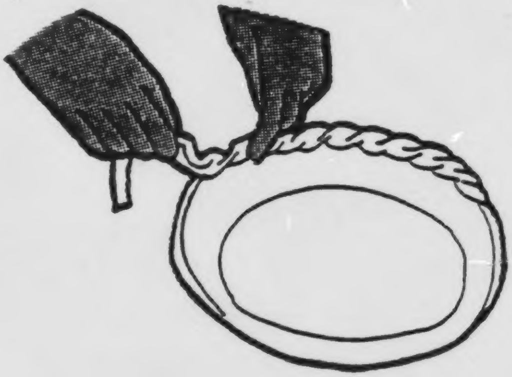
Fluted Edge: Trim pastry 1/2 inch beyond rim; fold under to make double edge.

Use a knife handle or your index finger to make the indentations. The thumb and index finger of your other hand are a wedge to push against to make the scallop around the knife handle. If you like, pinch curved edges into definite points.



Spiral Edge: Trim bottom crust even with edge of pie plate. With sharp knife cut long strips of pastry 3/4 inch wide (use ruler edge for straight lines).

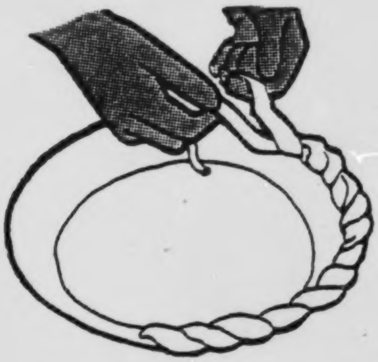
Moisten rim of shell with water. Press end of strip to rim; hold in place with your left hand while twisting with right. Press spiral to rim each place it touches.



INFORMATION

Crisscross Edge: Trim crust even with rim of pie plate. Moisten edge.

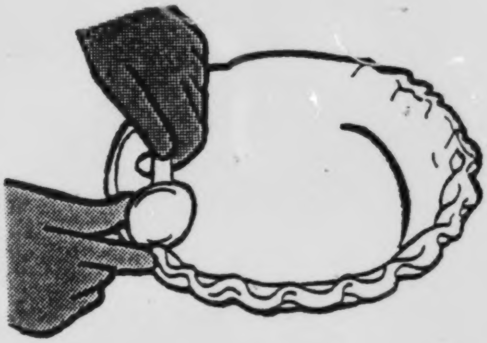
Loosely interlace two 1/2 inch pastry strips around edge of pie; at each crossing, press part of strip that's underneath against the rim of bottom crust. Keep strips flat, don't twist or turn over; be careful not to pull or stretch the pastry strips.



Scalloped Edge: Trim pastry 1/2 inch beyond rim; fold under to make double edge.

Using a round-bowled measuring tablespoon, press against thumb and index finger of other hand.

For another edge variation, press a beverage can opener into edge, curved side down, leaving triangular marks.



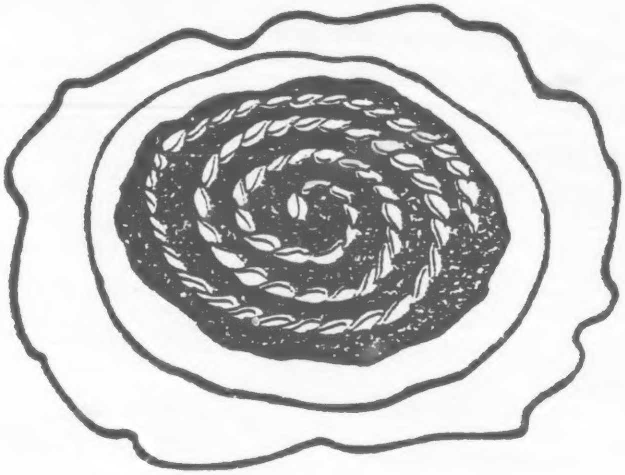
Woven Lattice Top: Trim lower crust 1/2 inch beyond rim. Cut pastry strips 1/2 to 3/4 inch wide and 12 inches long.

Lay strips on pie at 1-inch intervals. Fold back alternate strips to help you weave crosswise strips over and under. Trim lattice strips even with outer rim of pie plate. Fold lower crust over strips. Seal; crimp edge.

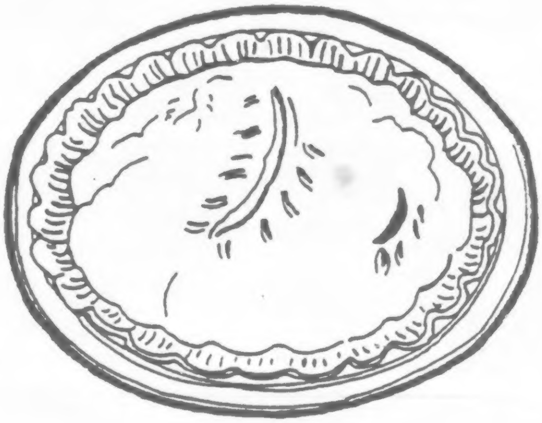
INFORMATION

Easy Lattice: Cut dough in 1/2 inch strips; twist half the strips and lay 1 inch apart across pie. Twist and place remaining strips in opposite direction in diamond pattern. Secure ends of strips into rim of crust as you flute the edge.

Speedy Spiral: Cut long 3/4 inch wide strips; moisten ends; join. Twist strip; swirl in spiral from center, covering pie.



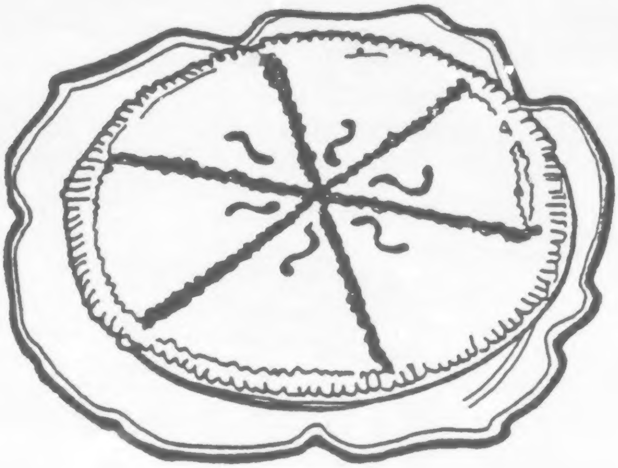
Scalloped Two-crust: Trim lower crust 1/2 inch beyond rim. Roll top crust so edges match lower crust. Cut slits in top crust. Place on filled pie. For nicely browned crust, brush with milk. Pinch edge together to seal. To make scallops, cut with tip of teaspoon, bowl side down. Mark each scallop with fork tines.



INFORMATION

Wedge Cutouts: Trim bottom crust even with edge of pie plate. Roll top crust in circle. Cut in wedges with pastry cutter. Cut a design on each piece to keep from pulling. Place wedges on pie. Seal rim edges with tines of fork.

Or, cut designs from leftover pastry. Bake on cookie sheet. Trim filled pies.



INFORMATION

CAKES:

Cakes are divided into two types: butter cakes (those using shortening) and sponge cakes.

Butter cakes use baking powder or baking soda and an acid to rise. Sponge cakes rise because of the air put into the cakes by beating the eggs. Butter cakes are usually baked in sheet cakes, layers, or cup cakes. Sponge cakes are usually baked in tube pans or sheets.

In general, you can bake a tasty, well-shaped cake by using a tested recipe, accurately measuring ingredients, mixing ingredients in the right way and for the right length of time, using the proper pan size, and by using both the right oven temperature and baking time. Each recipe should give you this information.

COOKIES:

Cookies are often divided into two groups: A drop and bar cookie made from soft dough; and a rolled, refrigerated, pressed and molded cookie made from stiff dough. Cookies can be made in large amounts and then kept in a refrigerator or freezer.

For drop cookies, use a no. 40, 50 or 60 dipper. A no. 40 cookie would be a large cookie, while a no. 60 cookie might be used for 2 cookies per serving.

Icebox cookies may be sliced with a meat slicer if well-chilled.

Avoid overbaking cookies and always remove them from the baking sheet onto cooling racks as soon as they are removed from the oven.

JOB STEPS

1. Plan the sequence for preparing the dessert recipe.
2. Read pages 192-196 of Food Service Manual.
3. Requisition all ingredients for the week listing amounts, items and date of use.
4. Standardize the recipe as in mod 4501 04 002 or 4501 04 003.
5. Adjust the recipe yield to serve 25 as in mod 4501 04 002 or 4501 04 003.
6. Carefully follow each step of the recipe or select and prepare a similar dessert recipe of your choice.

PART I CAKE

1. Carefully read the recipe.
2. Standardize the recipes.
3. Check with your instructor to be sure you have correctly standardized the recipes.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar cake and frosting recipe of your choice.

4. Check to see if all ingredients are at hand.
5. Collect the following equipment:

   2 mixing bowls
   electric beater
   2 round baking pans, 9" x 1 1/2"
   sifter
   spoon

6. Carefully follow each step of the recipe.
7. Now, prepare another cake recipe and another frosting recipe following the job steps above.

   NOTE: To pass this module, you must prepare two cakes - one butter and one sponge - and two different frosting recipes.

WORD GUIDE

CREAM - Work shortening or other ingredients by stirring, rubbing, or beating with spoon until soft and creamy.

YELLOW CAKE

2/3	cup butter
1 3/4	cups sugar
2	eggs
1½	teaspoons vanilla
3	cups sifted cake flour
2½	teaspoons baking powder
1	teaspoon salt
1 1/4	cups milk

Cream butter. Add sugar gradually, creaming until light. Add eggs and vanilla and beat until fluffy. Sift dry ingredients together; add to creamed mixture alternately with milk, beating after each addition. Beat 1 minute. Bake in greased and lightly floured pans at 350° for 30 to 35 minutes. Cool 10 minutes. Remove from pans. Cool.

BUTTER FROSTING

6 tablespoons butter
1 one pound package confectioners' sugar, sifted
light cream (about 1/4 cup)
1½ teaspoons vanilla

Cream butter; gradually add about half the sugar, blending well. Beat in 2 tablespoons cream and vanilla. Gradually blend in remaining sugar. Add enough cream to make a mixture of spreading consistency. Frosts two layers.

JOB STEPS

PART II COOKIES

1. Carefully read the recipe.
2. Standardize the recipe.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar cookie recipe of your choice.

4. Check to see if all ingredients are at hand.
5. Collect the following equipment:

   mixing bowl
   spoon
   sifter
   electric beater
   rolling pin
   cookie cutter
   cookie sheet

6. Carefully follow each step of the recipe.
7. Now prepare another cookie recipe following the job steps above.

   NOTE: To pass this module you must prepare two cookie recipes, one made of soft dough and the other a stiff dough.

SUGAR COOKIES

2/3 cup shortening
3/4 cup granulated sugar
1 teaspoon vanilla
1 egg
4 teaspoons milk
2 cups sifted all-purpose flour
1½ teaspoon baking powder
¼ teaspoon salt

Thoroughly cream shortening, sugar, and vanilla. Add egg; beat till light and fluffy. Stir in milk. Sift together dry ingredients; blend into creamed mixture. Chill 1 hour. On lightly floured surface, roll to 1/8" thickness. Cut in desired shapes. Bake on greased cookie sheet at 375° about 6 to 8 minutes. Cool slightly; remove from pan. Makes two dozen.

JOB STEPS

PART III PIE

1. Carefully read the recipe.
2. Read pages 3 and 4 or this mod: Preparation Tips.
3. Standardize the recipe.
4. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar pie recipe of your choice.

5. Check to see if all ingredients are at hand.
6. Collect the following equipment:

   sifter
   3 mixing bowls
   pastry blender
   rolling pin
   pie plate
   saucepan
   spoon
   electric beater

7. Carefully follow each step of the recipe.
8. Now prepare two more pie recipes by following the job steps.

   NOTE: To pass this module, you must prepare three pie recipes, which includes one cream pie, one fruit pie and a pie filling of your own choice. As part of this, you must prepare three types of pie crust, including one double crust pie, one simple crust pie and one graham cracker pie.

PIE CRUST

3 cups sifted all-purpose flour
1 1/4 cups shortening
1 teaspoon salt
1 egg, slightly beaten
1 tablespoon vinegar
5 tablespoons cold water

Sift together dry ingredients. Mix in remaining ingredients thoroughly with pastry blender. Form into a ball. Flatten on lightly floured surface by pressing with edge of hand 3 times across in both directions. Roll with rolling pin from center to edge until 1/8" thick. Fit into pie plate; trim ½ to 1 inch beyond edge; fold under and flute edge. Prick bottom and sides with fork. Bake at 450° for 10 to 12 minutes or until golden brown.

LEMON MERINGUE PIE

1½ cups sugar
3 tablespoons cornstarch
3 tablespoons all-purpose flour
dash salt
1½ cups hot water
3 egg yolks, slightly beaten
2 tablespoons butter
½ teaspoon grated lemon peel
1/3 cup lemon juice

In saucepan, mix sugar, cornstarch, flour, and salt. Gradually add hot water, stirring constantly. Cook and stir over high heat until mixture comes to a boil. Reduce heat; cook and stir 2 minutes longer. Remove from heat. Stir small amounts of hot mixture into egg yolk, then return to hot mixture. Bring to boiling and cook two minutes, stirring constantly. Add butter and lemon peel. Slowly add lemon juice, mixing well. Pour into pastry shell. Prepare meringue.

MERINGUE

3 egg whites
½ teaspoon vanilla
1/4 teaspoon cream of tartar
6 tablespoons sugar

Beat egg whites with vanilla and cream of tartar until soft peaks form. Gradually add sugar, beating until stiff and glossy peaks form and all sugar is dissolved. Spread meringue over hot filling, sealing to edge of pastry. Bake at 350° for 12 to 15 minutes, or until meringue is golden.

GRAHAM CRACKER CRUST

1	lb. 5 oz. graham cracker crumbs
10	oz. sugar
10	oz. butter or margarine - melted

Mix in all ingredients with a fork or pastry blender. Pat about 5 oz. of crumb mixture evenly into each 9" pie pan. Place 8" pie pan on top of crumbs and press firmly on bottom and sides of each 9" pan. Then remove 8" pie pan. Bake 5 minutes, then remove to wire rack to cool. Fill with filling. Crusts may be refrigerated several hours before filling and baking.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 016 **date:** 6/77 **level:** II

skill title: Preparing Appetizers and Hors D'oeuvres and Sandwiches

developed & written by: Kathy Miller

visuals by:

WORD GUIDE

APPETIZERS - Small portions of food or drink served before the first course of a meal to stimulate the appetite, can be any of the following:

HORS D'OEUVRES - Stuffed celery, deviled eggs, pickles, cheese, fish and sausage combinations, relishes, etc.

CANAPES - Seasoned mixtures of eggs, cheese, fish or meat on canape base.

COCKTAILS - Pieces of fruit, seafood, fruit or vegetable juices, carbonated or alcoholic beverage or combination of these.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to prepare appetizers, hors d'oeuvres, and sandwiches.

IN ORDER TO DO THIS YOU WILL NEED:

1. All ingredients listed in the recipes
2. All equipment listed in the recipes
3. Requisition form
4. Pencil
5. Standardized recipe forms

WE WILL KNOW YOU CAN DO IT WHEN:

1. You standardize the recipes included in this mod.
2. You prepare assigned recipes or recipe of your choice well enough so they are palatable and appetizing.
3. You prepare the appetizers, hors d'oeuvres, and sandwiches in time to be served in class cafeteria.

JOB STEPS

1. Plan the sequence for preparing the recipes.
2. Read pages 188-192 of Food Service Manual.
3. Requisition all ingredients for the week listing amounts, items, and date of use.
4. Standardize the recipe as in mod #4501 04 001.
5. Adjust the yield to serve 25 as in mod #4501 04 002 or 4501 04 003.
6. Carefully follow each step of the recipe or select and prepare a similar appetizer recipe of your choice.

PART I APPETIZERS

1. Carefully read the recipe.
2. Standardize the following recipe.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar appetizer recipe of your choice.
4. Check to see if all ingredients are at hand.
5. Collect the following equipment:

   knife
   spoon
   bowl
6. Carefully follow each step of the recipe.

CANAPE WEDGES

1 large round loaf pumpernickel
pasturized process cheese food
1 can (3 oz.) deviled ham
1 or 2 tablespoons ketchup

Carefully trim bottom crust from bread. Cut three thick slices from loaf to use as layers. Spread 2 layers with cheese. Put together slices, spread-side up. Top with third layer of bread. Blend together ham and ketchup; mix thoroughly. Spread mixture over third layer. Top with wedge-shaped slices of cheese. Chill in refrigerator until serving time. Follow outline of cheese wedges, cut loaf into wedge-shape servings. Serves 16.

JOB STEPS

PART II HORS D'OEUVRES

1. Carefully read the recipe.
2. Standardize the following recipe.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar hors d'oeuvres recipe of your choice.

4. Check to see if all ingredients are at hand.
5. Collect the following equipment:

   bowl
   paper toweling
   tongs
   picks

6. Carefully follow each step of the recipe.

BACON-WRAPPED CHICKEN LIVERS

½ pound chicken livers
1/3 cup cream
9 slices bacon

Rinse livers with cold water and drain on absorbent paper. Cut into bite-size pieces and put in bowl with cream. Cover and allow to stand about 30 minutes, turning the pieces occasionally. Remove and drain on absorbent paper. Cut bacon slices into thirds. Wrap one piece around each piece of liver; secure with a pick. Arrange these on broiler rack. Place in broiler with top of livers about 2" from heat. Broil 5 minutes. Turn with tongs. Broil second side 5 minutes or until bacon is cooked. Serve immediately.

JOB STEPS

PART III SANDWICHES

1. Carefully read the recipe.
2. Standardize the following recipe.
3. Check with your instructor to be sure you have correctly standardized the recipe.

   NOTE: You may prepare the recipe provided for you in this mod or select a similar sandwich recipe of your choice.
4. Check to see if all ingredients are at hand.
5. Collect the following equipment:

   knife
   picks
6. Carefully follow each step of the recipe.

CLUB SANDWICHES

3 slices toasted sandwich bread
butter
lettuce
sliced turkey
mayonnaise
3 slices tomato
2 slices cooked bacon

Spread toast with butter. Top first slice with lettuce and turkey. Spread with mayonnaise. Top with second toast slice. Add tomato and bacon. Top with third toast slice. Anchor with four wooden picks. Cut diagonally, in quarters.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 017 **date:** 6/77 **level:** I

skill title: Modifying Preparation for Special Diets

developed & written by: Linda Gilmore

visuals by:

WORD GUIDE

SPECIAL DIET - Any diet which requires changes in the recipes to meet patient needs.

PERFORMANCE OBJECTIVE

You are going to learn:

How to modify food preparation for special diets.

And in order to do this you will need:

Recipe for Shrimp Creole with Rice

Paper

Pencil

Recipe of your choice

We will know you can do it when:

You modify your recipe to meet the needs of each special diet: Bland diet, low calorie, low sodium.

INFORMATION

Many times, you must change the original recipe to meet special diet requirements.

For bland diets, omit foods that are spicy or likely to cause stomach upset.

For low-calorie diets, add no fats, use lean meats, drain any grease produced from cooking. Use cornstarch for a thickening instead of flour (it requires 1/2 as much). Add no sugar. Avoid ingredients with sugar added (examples: tomato soup, fruit packed in syrup). Use low-fat milk.

For low-sodium diets, use ingredients which are cooked, canned, or packed without salt. Add no salt.

JOB STEPS

Note: In the following job steps, Shrimp Creole with rice recipe is changed to meet special diets:

1. Collect your materials.

2. For bland diet, omit onions and celery. Use plain tomatoes.

3. For low calorie diet, omit fat for browning onions, use cornstarch (lt.) instead of flour, omit sugar.

4. For low sodium diets, omit salt when cooking shrimp, rice, and sauce. Use salt free tomatoes.

5. Following job steps 2, 3, and 4, modify your recipe to meet the needs of each special diet.

6. Have your instructor check your work.

SHRIMP CREOLE WITH RICE

Portion: 3oz Shrimp Creole over 1/2C (No. 8 scoop) rice	18" skillet	Cook on range About 1 hr. total

Ingredients	Amount 12 portions	Procedure
Chopped onions	1/3 C	Saute' onions and celery in fat.
Chopped celery	3/4 C	
Lard or Shortening	1 T	
Flour	2 t	Add to the onion mixture. Stir and simmer 15 minutes.
Salt	1 t	
Water	1/2 C	
Stewed tomatoes	1 1/2 C	Add to the thickened onion mixture and heat thoroughly (about 10 min.) (See recipe for shrimp).
Vinegar	1 1/2 T	
Sugar	1 1/2 t	
Shrimp, cooked	1 lb	
Rice, cooked	1 lb	Serve shrimp creole over cooked rice.

Date Calculated	Cost per portion	Date Calculated	Cost per portion

RICE

Portion: 1/2 C (No. 8 dipper) 3 qt sauce pan 45 min. on range

Ingredients	Amount 12 portions	Procedure
Rice (regular white)	1 lb	Heat rice, water and salt to a boil, stirring once or twice. Reduce heat to simmer cover pan tightly and cook 20 min. (DO NOT LIFT COVER OR STIR) Remove rice from the heat, fluff, cover and let steam 10 minutes.
Water	4 C	
Salt	2 t	

Date Calculated	Cost per Portion	Date Calculated	Cost per Portion

SHRIMP

Portion: about 1/4 C
2 qt sauce pan
Simmer 5 min.
Total time 30 min.

Ingredient	12 portions Amount	Procedure
Shrimp (fresh or frozen)	1 lb	Peel shrimp. (If frozen, do not thaw; peel under running cold water). Make a shallow lengthwise cut down the back of each shrimp; wash out the sand vein.
Water	3 C	Heat water to boiling.
Salt	1 T	Add salt and shrimp; cover and heat to boiling. Reduce heat and simmer 5 minutes. Drain.

Date Calculated	Cost per portion	Date Calculated	Cost per portion

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 018 date: 6/77 level: I

skill title: Evaluating Convenience Foods

developed & written by: Linda Gilmore

visuals by:

WORD GUIDE

CONVENIENCE FOODS - Food items purchased in a partially prepared or ready to use form.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to evaluate convenience food.

IN ORDER TO DO THIS YOU WILL NEED:

Recipe for Lasagna or recipe of your own choice

Ingredients called for in the recipe

Equipment called for in the recipe

Pencil

Paper

Heat & Serve frozen Lasagna or convenience food to match your recipe choice

WE WILL KNOW YOU CAN DO IT WHEN:

1. You prepare Lasagna from a recipe and the convenience Lasagna or the recipe and convenience food of your choice.
2. You compare and evaluate each, considering: time, cost. skill, flavor, and appearance.

INFORMATION

Using convenience foods has advantages and disadvantages. Before deciding on convenience food or recipe prepared food, consider all the pros and cons: convenience food may save time but may be more expensive and require freezer storage space. Some situations will favor one or the other. To decide, compare time, cost, flavor, appearance, and any additional factor such as storage.

JOB STEPS

1. Collect all materials.

2. On a sheet of scrap paper, record starting time for recipe prepared Lasagna or the recipe of your choice.

3. Prepare recipe according to directions.

4. Record finishing time.

5. Determine the cost per serving (Mod 4501 04 004).

6. Determine labor cost by multiplying total preparation time by the hourly wage of hospital cook. Divide this number by the number of servings. This will indicate labor costs per serving.

7. To determine total cost per serving, add food cost to labor cost.

8. Record starting time for preparing the convenience food.

9. Prepare convenience product according to directions.

10. Record finishing time.

11. Determine the cost per serving by dividing the total cost for the convenience food by the number of servings.

JOB STEPS

12. To find the labor cost per serving, multiply the total preparation time by the hourly wage of a hospital cook. Divide this number by the number of servings.

13. To obtain the total cost per serving, add food cost per serving to the labor cost per serving.

14. Compare the cost per serving of your recipe prepared food with that of the Heat & Serve food.

15. Evaluate and compare the two products. Considering skill required, flavor and appearance.

16. Recommend either your recipe prepared food or the convenience food to the kitchen in which you work.

LASAGNA

Servings: 3" sq.
12 servings

10" skillet
13x9x2" pan

Oven: 350°
Bake: 45 min.

Ingredients	Amount	Procedure
Ground Beef	1 lb.	Cook and stir ground beef, ground pork, onion and garlic in large skillet until meat is brown and onion is tender. Drain off fat.
Ground Lean Pork	6 oz.	
1 Chopped Onion	3/4 C.	
Minced Garlic Clove	1	
Tomatoes	1 can (15oz.)	Add tomatoes (break them up). Stir in tomato sauce, parsley flakes, sugar, salt and basil. Heat to boiling, stirring occasionally. Reduce heat; simmer uncovered 1 hr. or until mixture thickens.
Tomato Sauce	1 can (15oz.)	
Parsley Flakes	2 T.	
Sugar	2 T.	
Salt	1 t.	
Ground Basil	1 t.	
		Heat oven to 350°.
Creamed Cottage Cheese	2 cartons (12oz.) (24oz.)	Mix cottage cheese, parmesan cheese, parsley flakes, salt, and oregano.
Grated Parmesan Cheese	1/2 C.	
Parsley Flakes	1 T.	
Salt	1 1/2 t.	Reserve 1/2 C. meat sauce for thin top layer.
Ground Oregano	1 t.	
Cooked Lasagne Noodles	1 8oz. package	In ungreased 13x9x2 inch pan, layer 1/4 each of noodles, remaining meat sauce, mozzarella cheese, and cottage cheese mixture. Repeat 3 times. Spread reserved meat sauce over top.
Shredded Mozzarella Cheese	3/4 lb.	

LASAGNA

Grated Parmesan Cheese 1/2 C.	Sprinkle with parmesan cheese. Bake uncovered 45 min. let stand 15 min. after removing from oven; for easier cutting.

Date Calculated	Cost per serving	Date Calculated	Cost per serving

NOTE: Cook Lasagne noodles according to directions on package.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 019 **date:** 6/77 **level:** I

skill title: Testing and Evaluating New Food Products

developed & written by: Linda Gilmore

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to test and evaluate new food products.

IN ORDER TO DO THIS YOU WILL NEED:

Two new food products such as Sara Lee Cheese Cake and Royal box mix cheese cake, or two foods of your choice.

Oleo, sugar, and milk to prepare the box mix

Taste panel (your class)

Plates

Forks, serving utensils

Glasses of water

Score sheets

Pencils

WE WILL KNOW YOU CAN DO IT WHEN:

1. You prepare the products for testing.
2. You instruct the taste panel on tasting and rating procedures.
3. You tally the scores and compare the average rating given to each product.

INFORMATION

Sample Score Sheet

LE	Like extremely
LA	Like alot
LS	Like some
N	Neither like or dislike
DS	Dislike some
DA	Dislike alot
DE	Dislike extremely

		LE	LA	LS	N	DS	DA	DE
Sample A	Appearance							
	Flavor							
	Texture							
Sample B	Appearance							
	Flavor							
	Texture							

Do not write in this mod.

JOB STEPS

1. Collect your materials.
2. Prepare the box mix cheese cake or food of your choice according to package directions. Then, prepare for serving.
3. Prepare the Sara Lee cheese cake or food of your choice for serving.
4. Dish up both products. Label each product with A and B, not the brand name (this prevents any bias toward brand names, etc.).
5. Assemble the taste panel around the table.
6. Give each of them a score sheet and a pencil. Ask your instructor where to obtain a score sheet.
7. Explain the score sheet. Answer any questions.
8. Give each person sample A to taste and rate.
9. Give each person a glass of water to clear the taste of sample A from their mouths.
10. Give them sample B to taste and rate.
11. To determine the preferred sample, tally the score sheets.
12. To determine the total cost per serving for each product, add the food cost per serving to the labor cost per serving. See module.
13. Evaluate cost and rating. Make a recommendation to the kitchen staff.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 020 **date:** 6/77 **level:** I

skill title: Reading Labels of Food Products

developed & written by: Linda Gilmore

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

You are going to learn:

How to read a food product label.

And in order to do this you will need:

Pencil

Paper

Six packaged food items (canned, boxed, frozen, etc.)

We will know you can do it when:

1. You find the 6 required items on all food labels:
   - a) descriptive name of product,
   - b) net weight,
   - c) manufacturer's name and address,
   - d) ingredients,
   - e) additives,
   - f) nutrition information.
2. You can identify which products contain various ingredients.
3. You can identify the largest and smallest ingredient amount contained in each product.

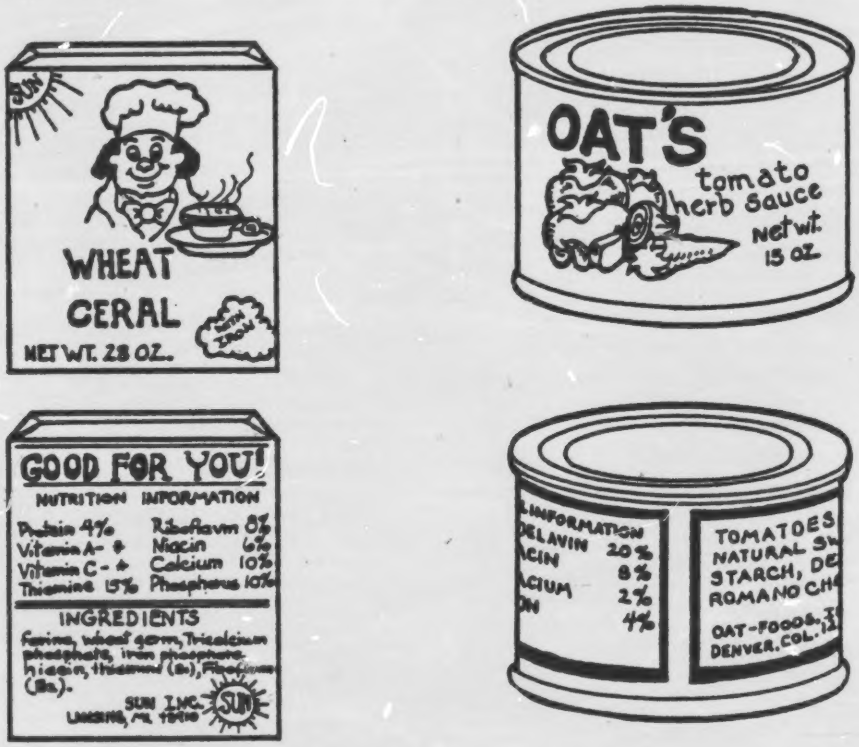
INFORMATION

Much information is contained on a food label. Usually, there are six items of information written on the label:

a) descriptive name of product
b) net weight
c) ingredients
d) additives
e) nutritional information
f) name and address of manufacturer.

If the ingredients' list is missing on the label, it is listed on the government list of food standards. The ingredients are required to be exactly as the government recipe stipulates. If no additives are listed, assume no additives are present. If there is no nutrition information, no additives are present and no nutritional claim has been made.

When the ingredients are listed, they are in descending order by weight. That means the item that is present in the largest amount (by weight) is listed first. The item present in the smallest amount (by weight) is listed last.


SUN
WHEAT
CERAL
WITH IRON
NET WT. 28 OZ.
OAT'S
tomato
herb sauce
Net wt.
15 OZ.
GOOD FOR YOU!
NUTRITION INFORMATION
Protein 4%
Vitamin A- *
Vitamin C- *
Thiamine 15%
Riboflavin 8%
Niacin 6%
Calcium 10%
Phosphorus 10%
INGREDIENTS
farina, wheat germ, Tricalcium phosphate, iron phosphate, niacin, thiamine (B1), Riboflavin (B2).
SUN INC.
LANSING, MI.
SUN
INFORMATION
OFLAVIN 20%
ACIN 8%
ALCIUM 2%
ON 4%
TOMATOES
NATURAL SW
STARCH, DE
ROMANO CH
OAT-FOODS.
DENVER. COL.

Sample picture and labels give different items on a label.

JOB STEPS

1. Collect all materials. On scrap paper write down the 6 pieces of information required on each package. See information section in this module.

2. List the food products which contain the following items:

   a. salt
   b. sodium
   c. sugar
   d. monosodium glutamate
   e. milk solids
   f. hydrogenated vegetable oil.

3. Write down the largest and smallest ingredient amount contained in each product.

4. Repeat job steps 1 through 3 for the remaining 5 food products.

5. Show all work to your instructor.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 021 date: 6/77 level: I

skill title: Beginning and Maintaining a Food Product File

developed & written by: Linda Gilmore

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to begin and maintain a food product file.

IN ORDER TO DO THIS YOU WILL NEED:

Food product information cards

Sample letter to manufacturer

Pen

5 stationery pages, stamps, and envelopes

5 new food products in grocery store (or brought from home)

File box for product information cards

WE WILL KNOW YOU CAN DO IT WHEN:

You find the manufacturer's name and address on 5 new food products and then obtain further information from the manufacturer and the label.

INFORMATION

It is important to know as much as possible about the foods used in preparing special diets. When you know the ingredients and processing methods, it is possible to more closely control the items restricted in the special diet.

Some information is written on the container (i.e. ingredients). Complete information is available upon request.

Sample Letter to Manufacturer Requesting Information

American Metro Hospital
Dietary Department
172 South Main Street
Lansing, MI. 48927
August 7, 1999

Del Monte Corporation
San Francisco, CA 94105

Dear Sir or Madam:

Our dietary department would like complete nutrition information on your Del Monte Ketchup. We must prepare special restrictive diets. All pertinent nutrition information and special processing information on any of your products would be greatly appreciated.

Sincerely,

Sally S. Cook

Sally S. Cook

JOB STEPS

1. Collect your materials.

2. Look at the label of each product. Obtain as much information as possible from the label. Note the manufacturer's name and address. Record this information on the product information card.

3. Write to the manufacturer of each product, requesting all information on that product and any other food products they make.

4. When the information comes, record it on the product information cards.

5. For future reference, file the product information card in a file box.

Sample Product Information Card

Food Product:____________________ Date:____________________

Name:____

Manufacturer's Name and Address:________________________

____

Ingredients____

____

____

Type of Additives_______________________________________

____

Nutrients

	Average Serving	per 100 grams
Protein		
Fat		
Carbohydrates		
Calories		
Vitamins		
Minerals		
Iron		

Cost_____ Date_____ Cost_____ Date_____ Cost_____ Date_____

Where available____

Signature_________________________

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 022 date: 6/77 level: I

skill title: Using a Thermometer to Test Food Temperatures

developed & written by: Linda Gilmore

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

You are going to learn:

How to use a thermometer to test food temperatures.

And in order to do this you will need:

Hot steam table with meat, vegetable, soup and casserole

Two cold foods, like milk and juice

Thermometer with a range from 0° to 212°F

Temperature record sheet

Pencil

Plate

We will know you can do it when:

1. You accurately measure the temperature of 6 foods.
2. You compare your findings with the recommended temperatures.
3. You properly decide which foods are heated or cooled.

INFORMATION

"Recommended Serving Temperatures for Food"

An important determinant of quality food is the temperature at which it is served. Because personal preferences vary over a fairly wide range, a range of temperatures is acceptable. For practical purposes, equipment should be taken into consideration in accepting values at the outer limits of this range. Consideration should be given to the preparation and holding process. Bacterial multiplication proceeds most rapidly between 45° and 140°F. Therefore, potentially hazardous foods, such as milk, meat, poultry, eggs, fish and items made from them, should minimally remain in this range and never longer than 2 hours.

In testing various foods, the student should check the entire production process. For example, chicken salad at time of service may register 45°F., a satisfactory temperature. But if cooked chicken is allowed to cool to room temperature before refrigeration, then brought out for an extended period of boning and chopping (longer than 2 hours), it may actually be in the hazardous range. Regardless of serving temperature, the product cannot be considered satisfactory. Cream sauces, custards, stuffings, and gravies should be checked. With these points in mind, following range of temperatures is recommended for food at point of tray assembly:

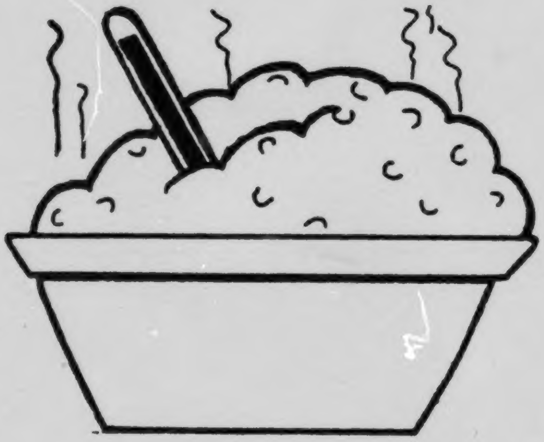
Broths, soups, and hot beverages	180-190°F.
Meat, portioned for service	140-160°F.
Casserole dishes and creamed items, including creamed soup	150-165°F.
Potato and vegetables	130-150°F.
Chilled foods and beverages	40-55°F.

Journal of the American Dietetic Association, 56, p. 118.

JOB STEPS

1. Collect your materials. Your instructor will tell you where to obtain a Temperature Record Sheet.

2. Place the thermometer as deeply as possible, near the center of the mass of food. Do not touch the dish or container bottom with the thermometer (this would give you the temperature of the container instead of the food). Keep thermometer in contact with the food until you obtain a maximum reading (hot or cold).



3. Record the temperature on the temperature record sheet.

4. Compare this temperature to the recommended temperature. If you need to make a change, indicate this on record sheet.

5. Rinse the thermometer under cool water or change the thermometer covering.

6. Repeat job steps 2 through 5 to test other foods.

SAMPLE

Temperature Record Sheet
(Do not write on this sheet)

Food Type	Holding Temperature	Recommended Temperature	Changes you would recommend

Recommended food temperatures at point of tray assembly:

Broths, soups, and hot beverages	180-190°F.
Meat, portioned for service	140-160°F.
Casserole dishes and creamed items, including creamed soup	150-165°F.
Potato and vegetables	130-150°F.
Chilled foods and beverages	40-55°F.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 023 **date:** 6/77 **level:** I

skill title: Setting up a Steam Table

developed & written by: Linda Gilmore

visuals by:

WORD GUIDE

STEAM TABLE - A piece of equipment to keep serving foods hot for short periods of time. Uses steam for heat.

PERFORMANCE OBJECTIVE

You are going to learn:

How to set up a steam table.

And in order to do this you will need:

Steam table (3 well)

Menu items and amounts

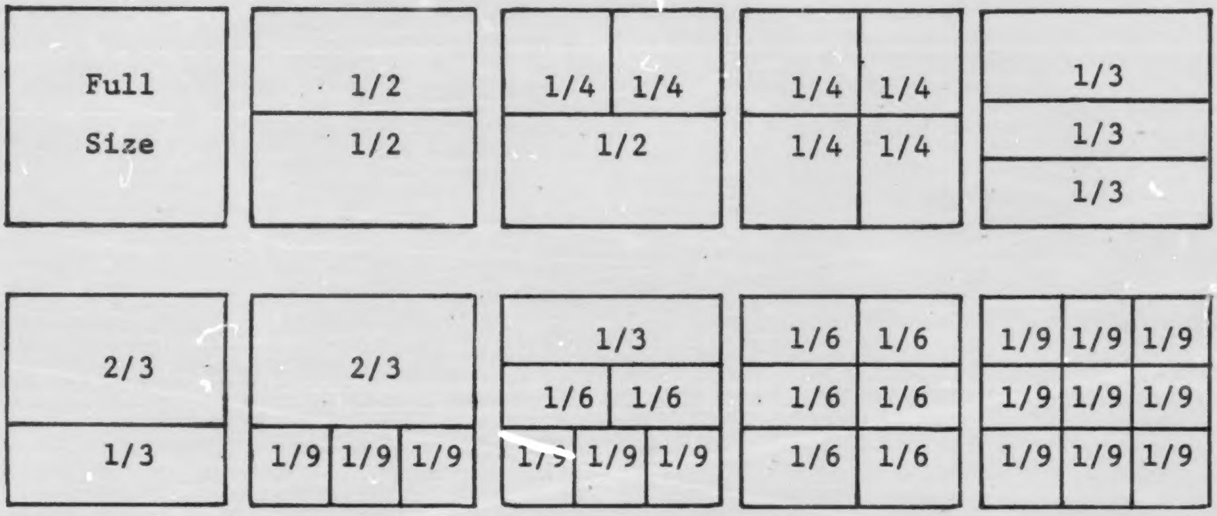
Steam table arrangement chart

Pans

We will know you can do it when:

1. You put all food items in the proper size pans.
2. You put all pans into the 3 well steam table.

Steam Table Arrangement Chart


Full Size
1/2
1/2
1/4 1/4
1/2
1/4 1/4
1/4 1/4
1/3
1/3
1/3
2/3
1/3
2/3
1/9 1/9 1/9
1/3
1/6 1/6
1/9 1/9 1/9
1/6 1/6
1/6 1/6
1/6 1/6
1/9 1/9 1/9
1/9 1/9 1/9
1/9 1/9 1/9

When using pans smaller than full size, use holder bars to keep pans stable.

Pan Sizes:	# in well	Depth	# 1C servings*
Full	1	2 1/2"	24
		4"	48
Half size	2	2 1/2"	12
		4"	24
		6"	36
1/3 size	3	2 1/2"	8
		4"	16
		6"	24
2/3 size	1 (with 1/3 in well)	2 1/2"	16
		4"	32
		6"	48
1/4 size	4	2 1/2"	6
		4"	12
		6"	18
1/6 size	6	2 1/2"	4
		4"	8
		6"	12

*See next page for serving amounts.

Menu Items and Amounts

Sliced Ham - 48 servings on patty paper

Scalloped Potatoes - 48 servings - 1/2C.

Green Beans - 24 servings - 1/2C.

Potatoes, Salt Free - 10 servings - 1/2C.

Green Beans, Salt Free - 10 servings - 1/2C.

No Fat Broth - 15 servings - 1C.

Cream of Asparagus Soup - 25 servings - 3/4C.

Beef and Noodles - 12 servings - 1C.

JOB STEPS

1. Collect all materials.

2. Determine the number of 1C servings in each menu item.

3. Select any combination of sizes which will fit in the 3 well steam table and accomodate the amounts of required food.

4. Check to make sure you accounted for every food item.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 024 date: 6/77 level: I

skill title: Preparing Production Schedules

developed & written by: Linda Gilmore

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to prepare a production schedule.

IN ORDER TO DO THIS YOU WILL NEED:

Menu to be served (make up your own menu)

Employees (students) to do the work

Pencil

Paper

WE WILL KNOW YOU CAN DO IT WHEN:

You schedule all items for production including persons to do specific preparation, starting and finishing times, specific equipment and serving ware needed.

WORD GUIDE

PRODUCTION SCHEDULE - A written work assignment sheet prepared daily by the supervisor. Tells employees:

A. The menu items to prepare,
B. Specific details of preparation,
C. Who is to prepare the items,
D. Time at which preparation should be started, and
E. Specific equipment and servingware needed.

INFORMATION

Menu to be served:

Cream of Asparagus soup (canned)
Swiss Steak (frozen)
Baked Potato
Buttered Green Beans - (canned)
Carrot sticks and radishes
Sherbet (frozen)
Bread & butter (commercially baked bread)
Milk

Sample of Part of Production Schedule

	Prepared by	Starting	Ending	Equipment	Special Instructions
Cream of Asparagus Soup	J. Harriman	4:25	4:45	soup bowls 3 qt. saucepan #8 scoop	Bring to a boil but do not boil.
Swiss Steak	G. Patterson	3:45	4:45	18" skillet tenderizing mallet knife	Defrost the day before.
Baked Potato	T. Firgeson	3:30	4:45	foil wrap fork vegetable brush	Wash-rub with shortening, wrap and prick with fork.
Buttered Green Beans	(etc.)				
Carrot Sticks					

JOB STEPS

1. Collect all materials. Refer to your own "Menu to be Served" to complete job steps 2-6.

2. Find recipes or directions for preparing each serving item. Write recipes in standard form (Mod 4501 04 001).

3. On a separate piece of paper, write down the following information:

   A. The name of each item,

   B. the person who is to prepare the item,

   C. time at which preparation of each item should be started and completed.

4. Note specific instructions or equipment needed for each item. Note foods which require defrosting or other pre-preparation handling.

5. Attach all recipes or directions to the production schedule. Make sure no items are overlooked.

6. Discuss each part of the production schedule with the appropriate personnel.

7. Show all work to your instructor.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 025 date: 6/77 level: IV

skill title: Supervising the Production of Food Items

developed & written by:

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to supervise the production of food items.

IN ORDER TO DO THIS YOU WILL NEED:

1. Employees or students
2. Requisition form
3. Pencil
4. Paper

WE WILL KNOW YOU CAN DO IT WHEN:

1. You supervise food production so that it runs smoothly and food products are acceptable.
2. You make work assignments so that all work is completed on time.

JOB STEPS

1. Collect all materials.

DAY BEFORE

2. Decide on the menu to serve in CACC cafeteria line. Be sure to keep menu simple, keeping in mind the equipment available and the time allowed.
3. Requisition the food as in Mod #4501 04 008.
4. Schedule the other students, assigning specific duties.
5. Write out a work schedule for each "employee" including recipes as in Mod #4501 04 024.

DAY OF PRODUCTION

6. Early that day, check to see if the food you ordered is on hand.
7. Check to see if all "employees" have reported to work.
8. Check to see if each one knows her/his duties.
9. Check to see if each one knows where to get her/his equipment and food supplies.
10. Throughout the session, check with employees to see if things are running smoothly and if work is being completed on schedule. Reassign work if necessary.
11. Check quality of finished food products: taste, neatness, color, aroma, and texture.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 026 date: 6/77 level: I

skill title: Supervising the Service of Food to Patients

developed & written by: Linda Gilmore

visuals by:

PERFORMANCE OBJECTIVE

You are going to learn:

How to supervise the serving of food to patients.

And in order to do this you will need:

Hospital dietary department at meal time

Checklist

Pencil

Clipboard

Thermometer

Proper Temperature List

We will know you can do it when:

You complete the checklist while observing the hospital dietary department at meal time.

INFORMATION

Proper Temperature List

The following is a list of recommended food temperatures at the point of tray assembly.

Broths, Soups and Hot beverages	180°-190°F
Meat, Portioned for service	140°-160°F
Casserole dishes and creamed items, including creamed soup	150°-165°F
Potatoes and Vegetables	130°-150°F
Chilled foods and beverages	40°-55°F

JOB STEPS

1. Collect all materials.

2. Make sure you know the proper food temperatures at the point of tray assembly. Information is contained on page 3 of this module.

3. Read through the Supervising Food Service to Patients Checklist. The checklist is on pages 5-7 of this module.

4. At meal time, go to the hospital dietary department and complete the checklist. Ask your supervisor where to obtain the checklist.

5. Carefully follow the directions listed on the checklist. When you complete the checklist, take it to your instructor.

Supervising Food Service to Patients Checklist

Directions: If the items below are done correctly, mark "Satisfactory". If changes need to be made to make the food service satisfactory, mark "Needs improvement". Then, list recommendations after each item which needs improvement.

Item to be observed	Satisfactory	Needs Improvement
Tray set-up--		
1. Diagram for tray set-up posted in handy place. Recommendations:		
2. Necessary flatware included and covered in napkin or bag. Recommendations:		
3. Tray card includes all necessary information. Recommendations:		
4. Condiment containers are full. Recommendations:		
5. Tray cover is neatly arranged and in good condition. Recommendations:		
6. Enough cream is provided for coffee and any other uses (i.e. cereal). Recommendations:		
7. Milk is covered or sealed. Recommendations:		

Item to be observed	Satisfactory	Needs Improvement
8. Bread is wrapped.		
Recommendations:		
9. Enough butter is included.		
Recommendations:		
10. Juice is covered.		
Recommendations:		
11. Plate for cold main course is chilled.		
Recommendations:		
12. Salad is chilled and dressing served seperately.		
Recommendations:		
13. Ice cream served to prevent melting.		
Recommendations:		
14. Cold food is at proper temperatures as in Mod 4501 04 022.		
Recommendations:		
Serving of hot foods--		
15. Hot food is served hot.		
Recommendations:		
16. Dishes and covers preheated.		
Recommendations:		

Item to be observed | Satisfactory | Needs Improvement

17. Covers used on hot food and beverages to maintain temperature.

Recommendations:

18. Main course arranged attractively on heated dish.

Recommendations:

19. Covers are placed on hot foods as soon as food is placed on tray.

Recommendations:

20. Hot food is at proper temperatures as in Mod 4501 04 022.

Recommendations:

Serving of trays to patients--

21. All patients in a given area are served at once.

Recommendations:

22. Each tray is checked before distribution to insure proper set-up and special diets.

Recommendations:

23. The amount of food prepared was sufficient to prepare all trays, without wasting food.

Recommendations:

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 027 date: 6/77 level: I

skill title: Serving Food in a Cafeteria

developed & written by: Linda Gilmore

visuals by:

WORD GUIDE

CAFETERIA - A self-service lunch room.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to check to see if a cafeteria food service is operating smoothly.

AND IN ORDER TO DO THIS YOU WILL NEED:

Hospital Cafeteria

Pencil

Clip board

Cafeteria checklist

WE WILL KNOW YOU CAN DO IT WHEN:

You complete the checklist noting and suggesting changes.

INFORMATION

In all food service situations, smooth and speedy service is important. In a cafeteria-type service, the customer serves him/her self. In order to obtain a smooth, flowing serving line, you must place food and service items in a logical, convenient order.

JOB STEPS

1. Collect your materials. Your instructor will tell you where to obtain a copy of the checklist for this module.

2. Referring to the cafeteria checklist, check food and service set up. Then, record any suggestions for change.

3. When the service begins and the cafeteria line becomes rather steady, use the cafeteria checklist to check the line of service flow.

4. Record any spot in the line that seems to be a problem or bottleneck for most people.

5. Discuss your suggestions and your observations with your instructor.

Cafeteria Checklist

Directions: Mark "satisfactory" after each item placed in a logical and convenient order. Mark "needs improvement" after each item not placed in a logical and convenient order and suggest how it could be improved.

The goal of the food service program is to have all items marked satisfactory.

Item	Satisfactory	Needs Improvement
Food and Service Set Up (check before serving)		
1. Trays are placed first in the serving line. Suggestion:		
2. Arrangement of cafeteria line is continuous and easy to follow. Suggestion:		
3. Food is place in same order it is eaten; salad first, main course, then dessert. Suggestion:		
4. Sauces, gravy or dressing are placed after the item on which they are used. Suggestion:		
5. Colors, shapes and textures are varied and attractively arranged. Suggestion:		
6. Serving dishes are attractively garnished and properly arranged. Suggestion:		

Item	Satisfactory	Needs Improvement
7. Proper serving utensils are provided. Suggestion:		
8. Silverware is placed at end of serving line, so the customer will know which utensils he/she needs. Suggestion:		
9. Beverages are served last. Suggestion:		
Service Flow (check after serving has begun)		
10. Additional food is supplied from the other side of counter, so serving line is not interrupted. Suggestion:		
11. The service line is run smoothly and there seems to be no problem area or "bottleneck". Suggestion:		

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 028 date: 8/77 level: I

skill title: Figuring Quantity of Food to Purchase

developed & written by: Kathleen S. Miller

visuals by:

WORD GUIDE

PURCHASE UNIT - The unit in which the product is packaged, such as; dozen, pound, can, carton.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to figure the quantity of food to purchase.

AND IN ORDER TO DO THIS YOU WILL NEED:

Paper

Pencil

Menu to feed fifty

WE WILL KNOW YOU CAN DO IT WHEN:

1. You spell, pronounce and define the technical words listed in the word guide.
2. You figure the food items and the quantity needed for each item in order to serve fifty people.

JOB STEPS

1. Read pages 265-305 of Food Service Manual.

2. On scrap paper, make six columns. Beginning with the left column, A, B, C, D, E, and Total. In column A, write the following foods:

   Roast beef
   Baked potato
   Peas
   Peach half on lettuce
   Rolls
   Cherry pie

3. Open Food Service Manual to page 265. Find the food items in column A.

4. Find the purchase unit in column B. Write the purchase unit in column B on your paper.

5. In column C of the manual, find the weight or measure per purchase unit. Write this in column C on your paper.

6. In column D of the manual, find the usual portion size for that item. Write this in column D on your paper.

7. In column E of the manual, find the number of servings expected from purchase unit for 25 portions. Write this in column E on your paper.

8. To arrive at the quantity needed to serve 50 people, multiply the number in column E by 2. Write this in the total column on your paper.

9. Follow steps 4-8 for each food item. When you are finished and have checked your work, ask your instructor to check your figures.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 029 date: 8/77 level: II

skill title: Making a Purchasing List from a Menu for One Meal

developed & written by: Kathleen S. Miller

visuals by:

WORD GUIDE

E.P. - Edible portion, can be eaten.

A.P. - As purchased.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to make a purchasing list for one meal from a menu.

AND IN ORDER TO DO THIS YOU WILL NEED:

Pencil

Paper

Food for Fifty or cookbooks

Standardized recipes for the following menu or a menu of your choice:

Tomato juice
Roast chicken (edible portion)
Parsley buttered potatoes
Cauliflower with cheese sauce (page 385 in Food for Fifty)
Tossed green salad
Dinner rolls
Chocolate Chiffon pie (page 188 in Food for Fifty)
Coffee
Milk

WE WILL KNOW YOU CAN DO IT WHEN:

You list the exact amount of all the food you need.

JOB STEPS

1. Read pages 79-88 and pages 269-305 in Food Service Manual. Collect your materials.

2. On scrap paper, make 5 columns. Label them as follows:

   A. Food Item

   B. Standard Portion

   C. Quantity Needed To Feed 50

   D. Amount On Hand

   E. Amount Needed To Be Purchased

3. In the Food Item column, list all ingredients needed to prepare the complete menu listed on page 2 or your menu of your choice.

4. Using the Food Purchasing Guide, determine the standard portion for each food item from column D. Write this in the second column.

5. Determine the quantities of food required to prepare 50 portions of each dish, see mod 4501 04 028. Standardized recipes, that state the quantity of food required for a specific number of serving portions, are very helpful. Write this amount in the third column.

JOB STEPS

6. Find each food item in the food storage area. Write the amount on hand in the fourth column.

7. Subtract the food on hand from the amount needed for preparation. Write the remainder in the last column. This is the amount of each food item to be purchased.

8. Be sure that you have all the ingredients you need. After you have rechecked you work, show your work to your instructor.

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 030 **date:** 8/77 **level:** II

skill title: Planning Menu for a Special Function (Coffee)

developed & written by: Kathleen S. Miller

visuals by:

WORD GUIDE

Coffee - An informal food service that takes place during a particular event. Coffee, tea or punch are usually offered and accompanied by finger foods.

Finger Foods - Foods that can be easily eaten without using utensils.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to plan a menu for a special function (coffee) which serves 50 people.

AND IN ORDER TO DO THIS YOU WILL NEED:

Paper

Pencil

Cookbooks or Food for Fifty

WE WILL KNOW THAT YOU CAN DO IT WHEN:

You plan an appetizing menu for a coffee which includes finger foods.

JOB STEPS

1. Read pages 514-518 in Food for Fifty.

2. Determine the time of day the function will be held.

   For Example:

   Early morning coffee

   Mid morning coffee

   Late coffee

   Mid afternoon coffee

3. Plan the menu to include something from each of the following groups:

   A. Beverage: coffee, tea, punch and accompaniment. (Coffee and tea are usually offered. Be sure to include cream, sugar and lemon).

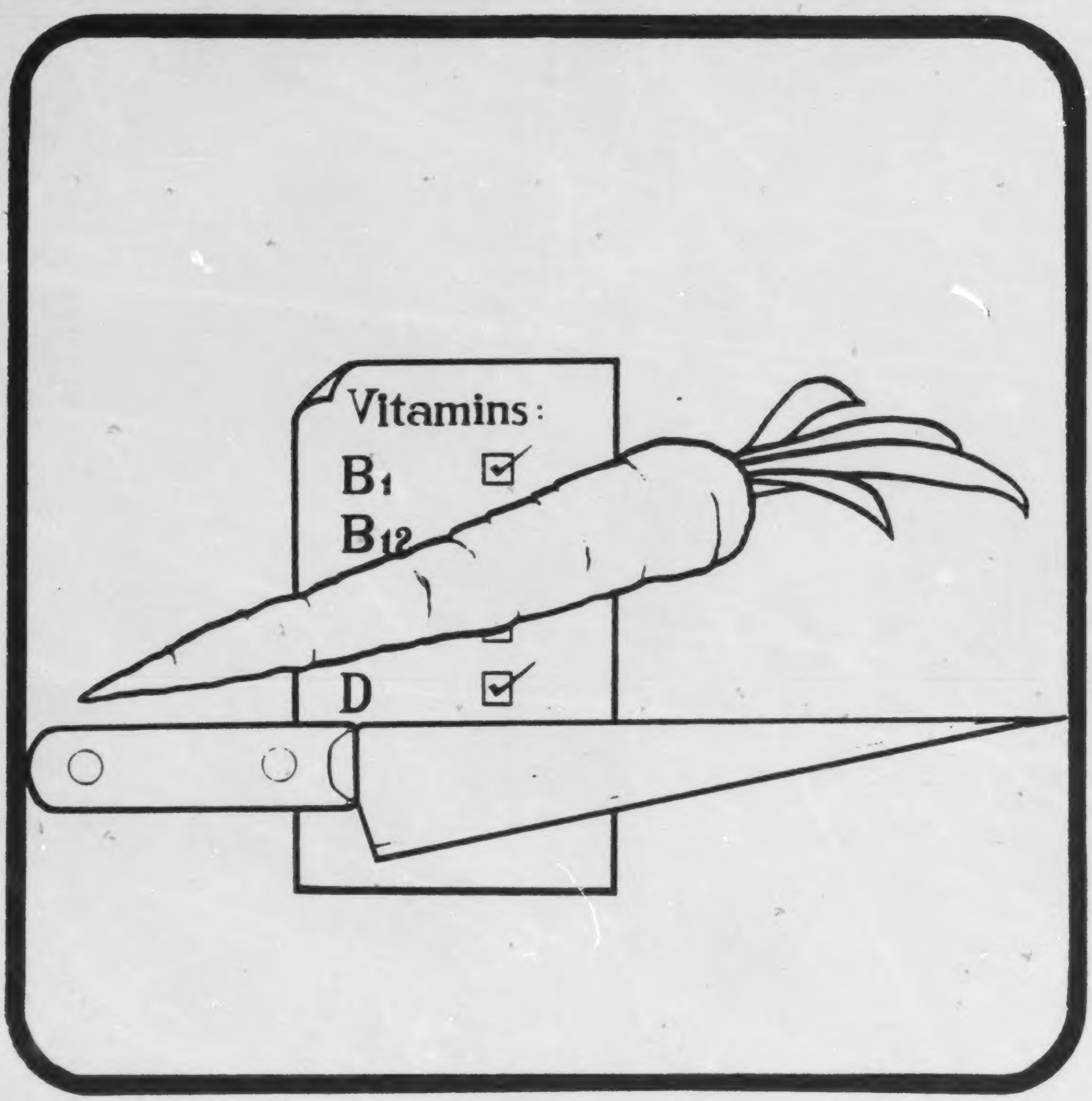
   B. Finger foods (usually one-three):

      Cookies
      small finger sandwiches
      cakes
      fruits
      vegetables
      nuts
      candies

      Example: Your menu includes the following items:

      celery
      carrots
      tuna finger sandwiches
      molasses cookies
      coffee
      tea
      punch

      Evaluate whether or not the taste of these foods are agreeable with each other. Imagine the placement of these on the buffet table and determine your garnishes and the use of color to make the total buffet table look more appealing.



dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 031 date: August 1977 level: III

skill title: Serving Food at a Special Function (Coffee)

developed & written by: Kathleen S. Miller

visuals by: Sherri Baker

WORD GUIDE

BUFFET - Method of serving food which requires guests to pass by a table where the food is placed. A formal buffet usually means that someone stands in back of the table and spoons the food onto the plates. An informal buffet is where the guests fill their own plates. Buffets allow the service of food to be fast and easy. The appearance of the food, the buffet table, and the placement of items on the table are very important.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to serve food at a special function (coffee). In this mod you are the director for the food preparation and service.

AND IN ORDER TO DO THIS YOU WILL NEED:

Coffee menu from previous mod

Food order sheet

Pencil

Paper

WE WILL KNOW YOU CAN DO IT WHEN:

1. You have all the equipment, dishes and food needed for the function.
2. You have an attractive buffet table which allows guests to be served easily and quickly.
3. You have properly delegated responsibility to achieve a smoothly operating function.

JOB STEPS

1. Reread pages 514-518 in Food for Fifty.

2. Plan the quantity and estimated cost of food to be served. Be sure that you specify whether the buffet is formal or informal.

3. Place the food order as in module 4501 04 029.

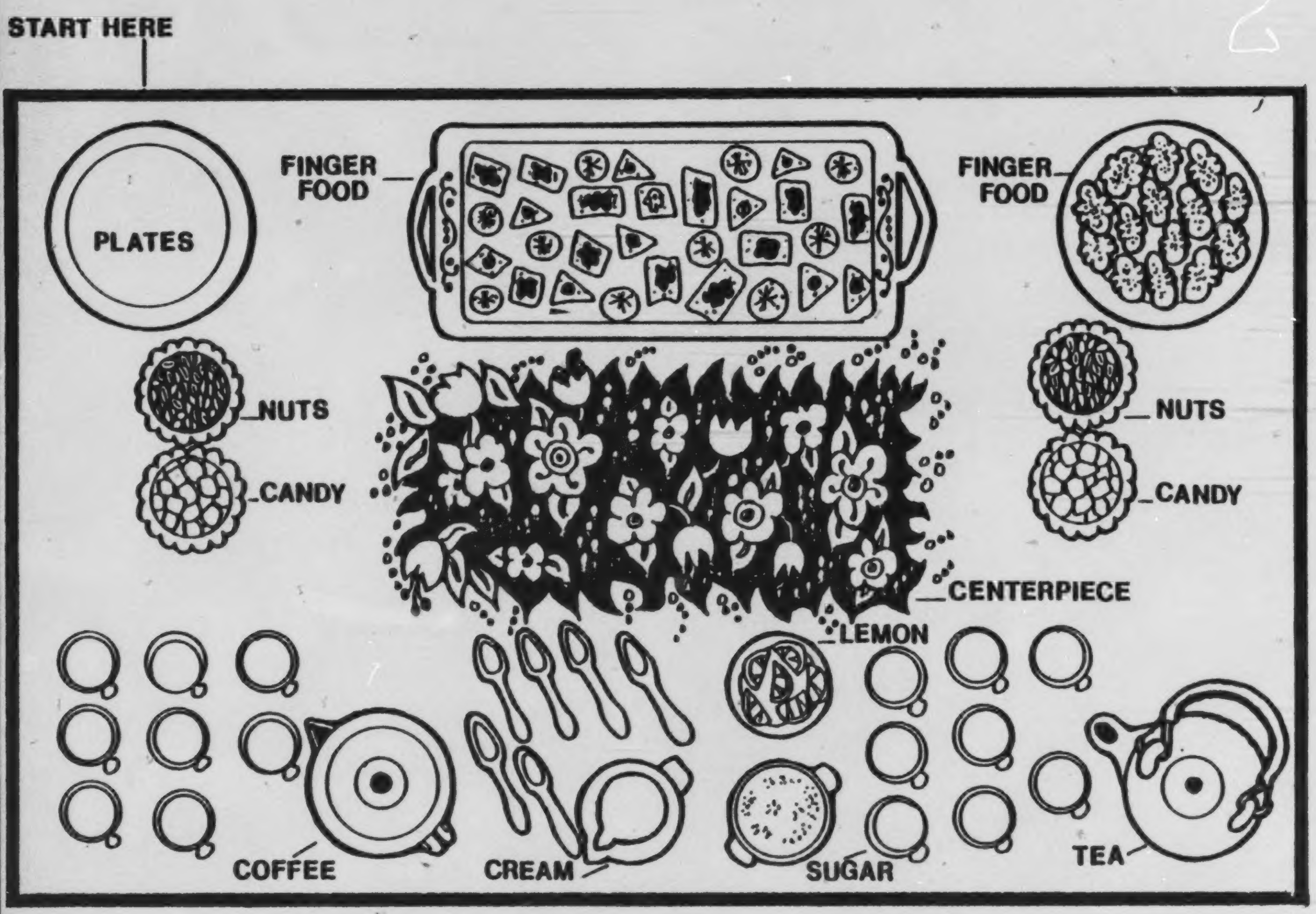
4. Make a list of all needed equipment and dishes. Make arrangements for obtaining these items.

5. Assign the task of preparing the finger foods. Take into account the number of staff you will need in relation to the quantity of food.

6. Make a detailed work schedule for each worker as in module 4501 04 024.

7. Supervise the preparation and service of food as in module 4501 04 025.

8. Arrange the buffet table as illustrated, making adjustments for your particular menu.


START HERE
PLATES
FINGER FOOD
FINGER FOOD
NUTS
CANDY
NUTS
CANDY
CENTERPIECE
LEMON
COFFEE
CREAM
SUGAR
TEA

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 032 date: 8/77 level: II

skill title: Planning a Menu for Special Function (Buffet)

developed & written by: Kathleen S. Miller

visuals by:

WORD GUIDE

BUFFET - A luncheon or supper for retatively large group of people, formal or informal, usually at least two courses served from an attractive buffet table. Food in buffet service is arranged on table in order in which it is usually served. Meats, or entrees, potatoes, vegetables, or salads and relishes.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to plan a menu for a special function (buffet) which serves 50 people.

AND IN ORDER TO DO THIS YOU WILL NEED:

Paper

Pencil

Cookbooks or *Food for Fifty*

WE WILL KNOW YOU CAN DO IT WHEN:

1. You plan an appetizing menu using suitable foods.
2. You see to it that the food stays at proper temperature and appearance during a buffet which will serve 50 people.

JOB STEPS

1. Read pages 501-506 in Food for Fifty.

2. Plan one or two main dishes, vegetable and potato. Be sure they are easy to keep hot, serve and carry. Plan the garnishes for the main dishes.

3. Plan the salads and relishes, avoiding those that require extra eating utensils. Salads should require extra eating utensils. Salads should add color and texture to the overall menu.

4. Plan the bread or roll. You may use jam or jelly to add more color.

5. Plan the dessert, making sure that it is easy to eat.

6. Plan the table arrangements. As a guide, use pages 501 & 502 in Food for Fifty.

7. Evaluate the menu for the following items:

   A. Nutritional adequacy--does the buffet provide a nutritionally balanced meal?

   B. Color--are all of the foods a bland color (tan, white, brown or light green)?

   C. Texture--fluffy, flaky, ruffage, creamy, smooth, thick, solid etc.

   D. Shapes--round, square, oblong, triangle etc.

   E. Flavor--does the flavor of the foods compliment each other?

   F. Overall attractiveness--does the food arrangement on the buffet table create an appearance that is appealling at first sight?

dietetic assistant

unit: Food Preparation and Service

capital area career center

module: 4501 04 033 **date:** 8/77 **level:** III

skill title: Serving Food for Special Function (Buffet)

developed & written by: Kathleen S. Miller

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to serve food for a special function (buffet). For this module you will be director of food service and preparation.

AND IN ORDER TO DO THIS YOU WILL NEED:

Buffet menu from previous mod

Food ordering sheet

Paper

Pencil

WE WILL KNOW THAT YOU CAN DO IT WHEN:

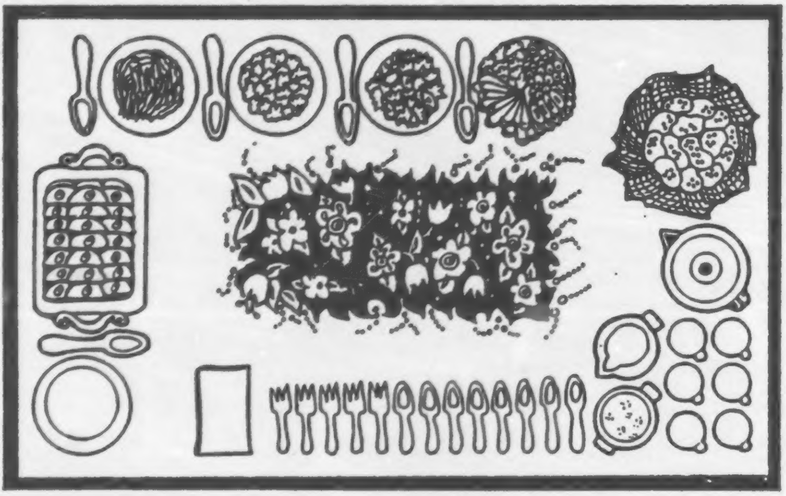
1. You have all the equipment, dishes and food needed for the buffet.
2. You set up an attractive, smoothly functioning buffet table.
3. You properly delegate responsibilities to achieve a smoothly operating affair.
4. You help to serve and clean up after the buffet.

JOB STEPS

1. Read pages 501-506 of Food for Fifty.
2. Review the buffet menu planned in module number 4501 04 032.
3. Determine the following items:
    A. Time of service
    B. Place of service
    C. Number of people to be served
    D. Type of group
4. Determine the quantity, quality and estimated cost of food to be served. Review modules number 4501 04 004 and 4501 04 028.
5. Place the food order as in module number 4501 04 029.
6. Make a list of the equipment and dishes that will be needed and make arrangements for obtaining them.
7. Determine your staff needs: cooks, servers, set up and clean up.
8. Determine a work schedule for each group of workers as in module number 4501 04 024.
9. Supervise the preparation of food and the set up as in module number 4501 04 025.

JOB STEPS

10. Arrange the food items in the order they are to be served: meat or entree, potato, vegetable, salad, relishes, rolls and beverage. See table diagram. Remember the garnishes and color accents as in module 4501 04 032.



11. Supervise and help with the food service.

12. Supervise the dishwashing and clean-up of preparation and service areas.

13. Write a report including the following items:

    A. Date of function

    B. Time and place

    C. Type of group and number of people

    D. Menu

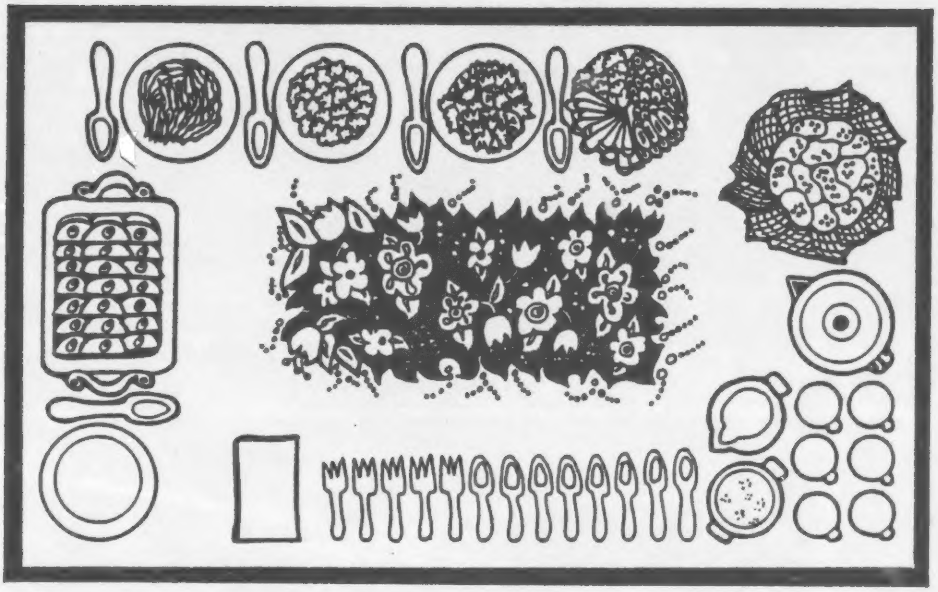
    E. Staff assignments

    F. Preparation time and procedures

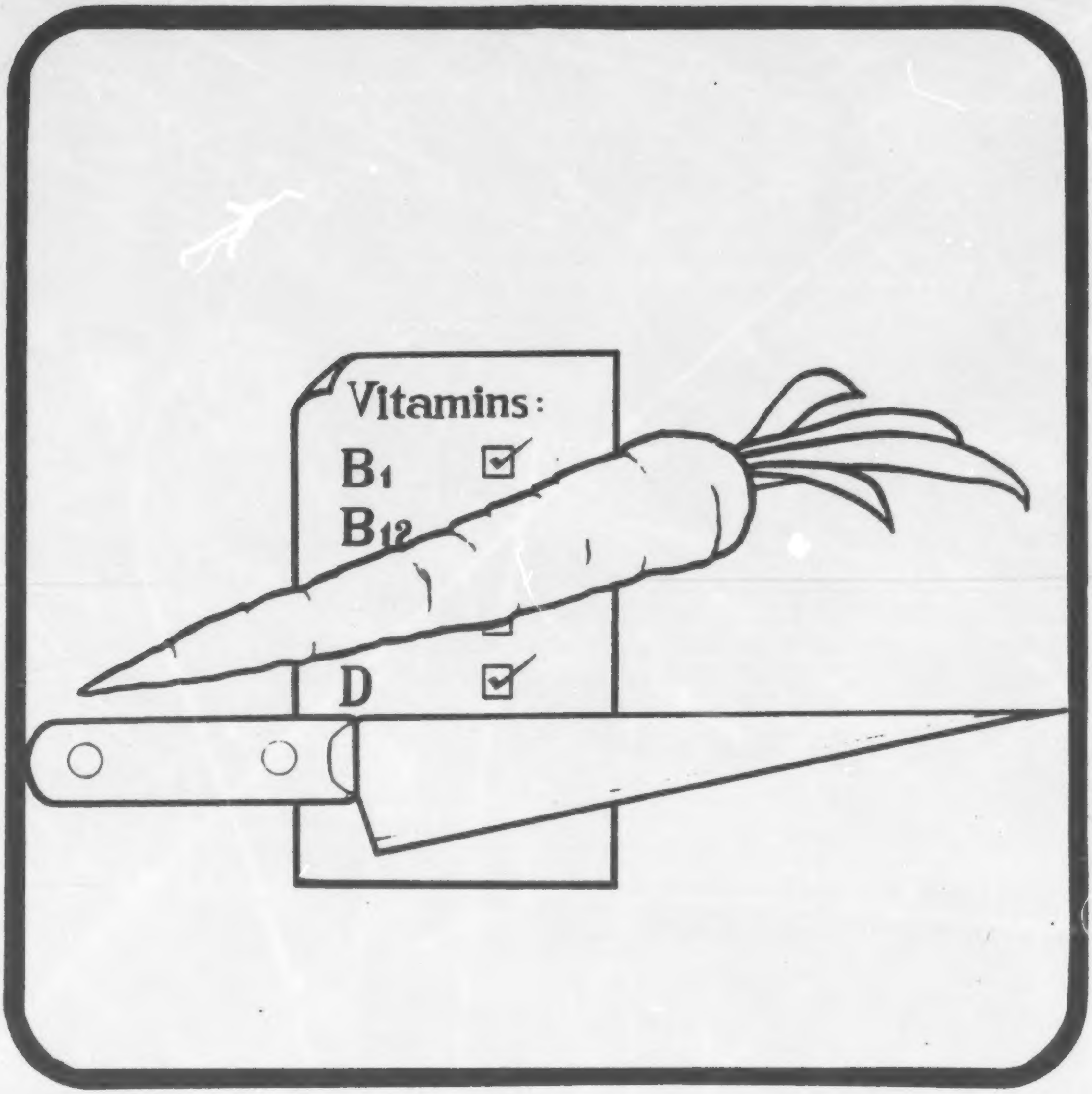
    G. Any problems that occurred and how to avoid it at the next function.

JOB STEPS

TABLE DIAGRAM



1. Stack or plates
2. Silver
3. Napkins
4. Centerpiece
5. Meat or entree
6. Potato or vegetable
7. Serving silver
8. Vegetable
9. Salad
10. Relish
11. Rolls
12. Butter, jams, and jellies
13. Coffee service
14. Cups
15. Cream and sugar



dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 034 date: August 1977 level: II

skill title: Selecting Equipment

developed & written by: Kathleen S. Miller

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to select equipment for a new food preparation area.

AND IN ORDER TO DO THIS YOU WILL NEED:

Several equipment manuals from equipment manufacturers

Paper

Pencil

WE WILL KNOW YOU CAN DO IT WHEN:

1. You are able to spell, pronounce and define the words listed in the Word Guide.
2. You are familar with several equipment catalogs.
3. You select the equipment that will meet your needs and meet the appropriate approvals.

JOB STEPS

1. Read the following materials on equipment selection:

   A. Read pages 588-639 in West and Wood.

   B. Read pages 26-27 in Food Service Manual.

   C. Read pages 588-639 in Food Service in Institutions.

2. To serve a 100-bed facility, determine the large equipment needed for a new food preparation. See pages 686-687 in West and Wood.

   Example:

   A. Ovens - what capacity is needed?

   B. Stove - how many burners will be needed at one time?

   C. Sinks - consider needs for dish washing and food preparation.

   D. Dishwasher - how much will the machine hold at one time and how long is each cycle?

   E. Refrigerator and freezer - when filled to capacity, how long will this inventory provide for?

   F. Slicers - what will you be slicing?

   G. Ventilator hood - how many burners will be producing the heat?

   H. Garbage disposal - how often will it be used and will coarse or soft foods be processed?

3. State the purpose for each piece of equipment.

4. Determine the size of the needed equipment, dimension and capacity.

5. In the various equipment catalogs, find equipment that meets these specifications.

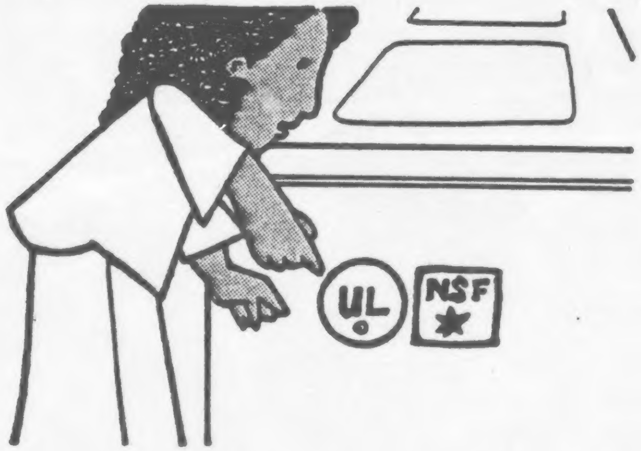
WORD GUIDE

National Sanitation Foundation - A non-profit organization that works with public health agencies and food equipment manufacturers to establish standards and specifications for food service equipment. These sanitation standards for the design, construction, and maintenance of equipment are published. Manufacturer's equipment only gets the N.S.F. seal of approval when it meets these standards.

Underwriters' Laboratory - A similar organization that specializes in electrical equipment.

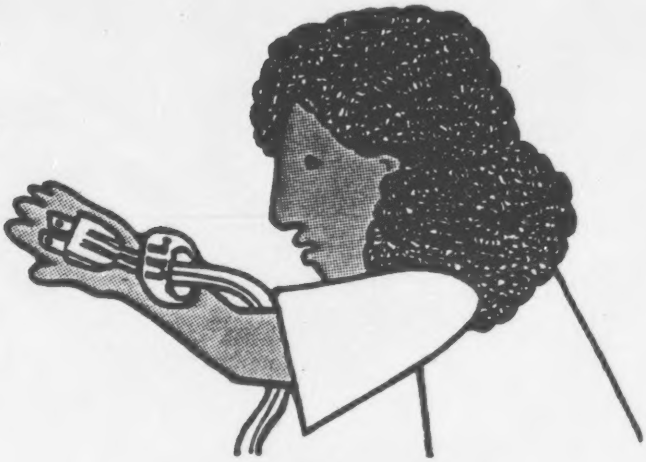
JOB STEPS

6. Check to see if each selected piece of equipment has the appropriate approval (N.S.F. or UL).

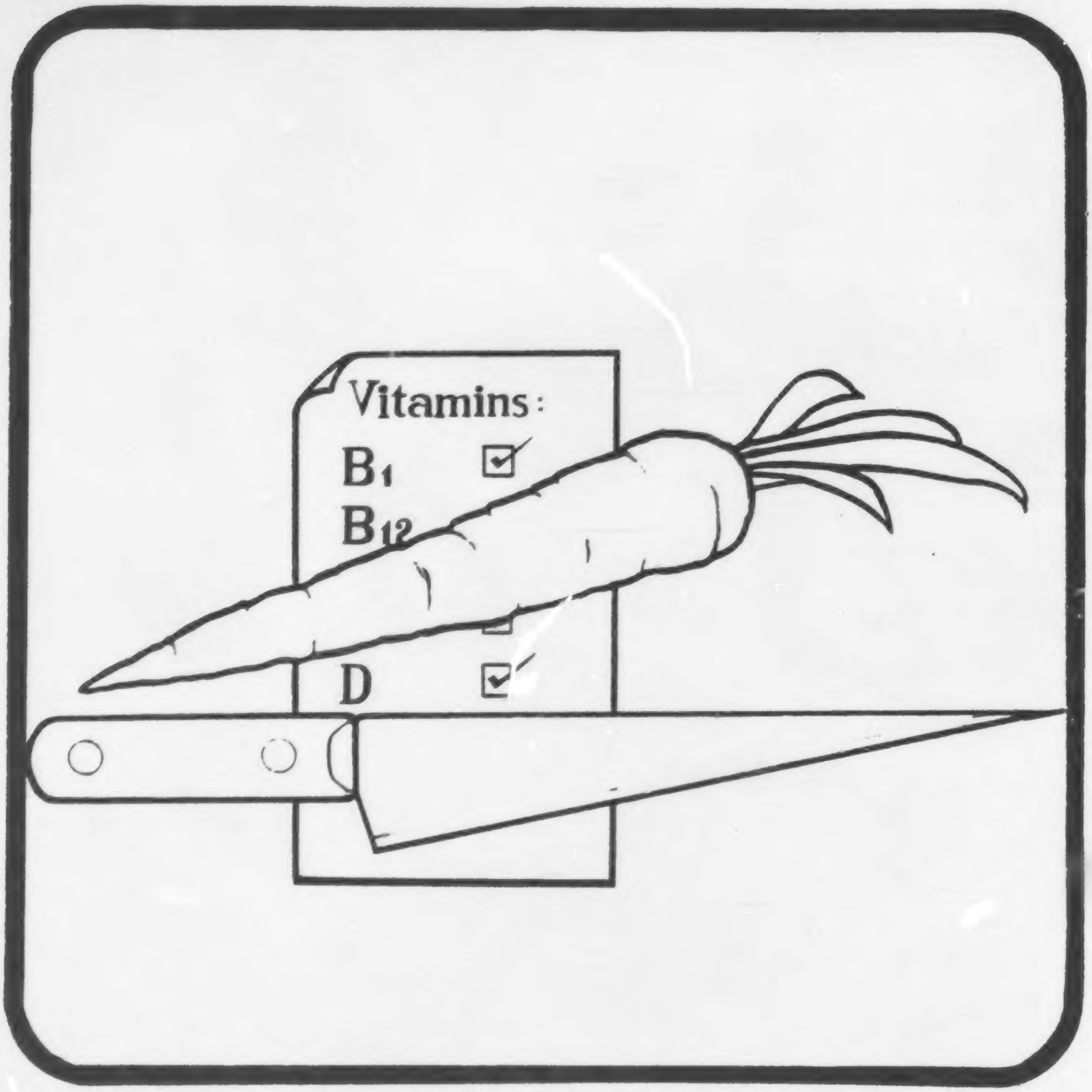


JOB STEPS

7. If the equipment is electrical, does it bear the underwriters laboratory approval?



8. For each piece of equipment, write a brief justification telling why you selected that particular brand, type or model.



dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 035 date: August 1977 level: I

skill title: Cleaning the Enterprise Automatic Percolator

developed & written by: Kathleen S. Miller

visuals by: Sherri Baker

WORD GUIDE

PERCOLATING ASSEMBLY - The percolating tube, coffee basket and spreader plate.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to clean the Enterprise Automatic Percolator.

AND IN ORDER TO DO THIS YOU WILL NEED:

Enterprise 90-cup Automatic Percolator

Hot water

Sink

Liquid dishwashing detergent

Small percolator brush

Large urn brush

Sponge

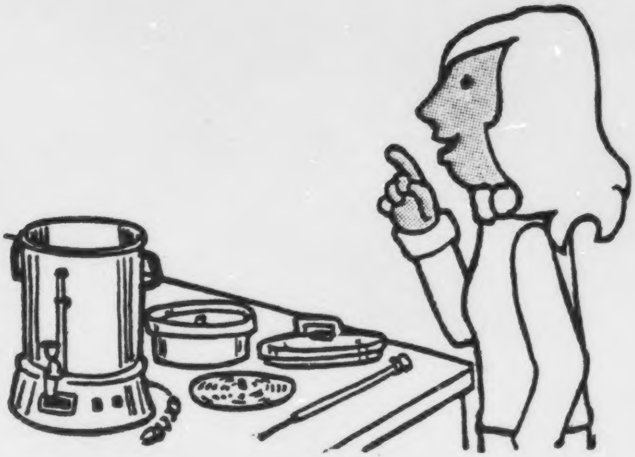
Steel wool

WE WILL KNOW YOU CAN DO IT WHEN:

1. You clean the percolator so that it is totally free of coffee and coffee grounds.
2. You clean the inside of the percolator so that it is totally free of coffee stains, lime deposits and oils.
3. You clean the valve at the base of the percolating tube and the well element in the bottom of the percolator so that it is totally free of coffee stains, lime deposits and oils.
4. You clean the outside of the percolator so that it is clean and shiny.

JOB STEPS

1. Read the manufacturer's Directions for Use and Care of the Enterprise Automatic Percolator. Study the parts of the percolator.



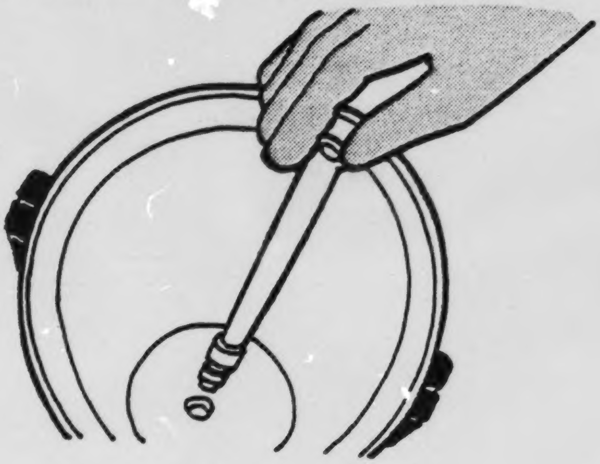
2. If percolator is not unplugged, unplug it. Drain any remaining coffee from the percolator and discard all used coffee grounds.

3. Put two tablespoons of liquid dishwashing detergent into the percolator. Then, pour in hot water until it reaches one inch from the top.

4. Place a warning tag on the percolator so that no one will attempt to use it until you are finished.

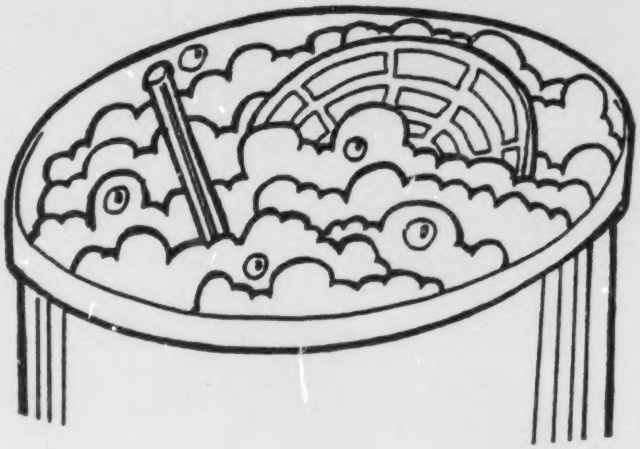
JOB STEPS

5. Put the percolating tube, coffee basket and spreader plate into the percolator, in their operating position.



6. Let stand for 5 minutes.

7. Invert the percolating assembly so that each part is immersed in the soapy water. Let stand for 5 minutes in this position.



8. Remove the percolating assembly.

9. Using a large urn brush, scrub the coffee basket and spreader plate.

JOB STEPS

10. Using a small percolator brush, scrub the inside of the percolating tube.

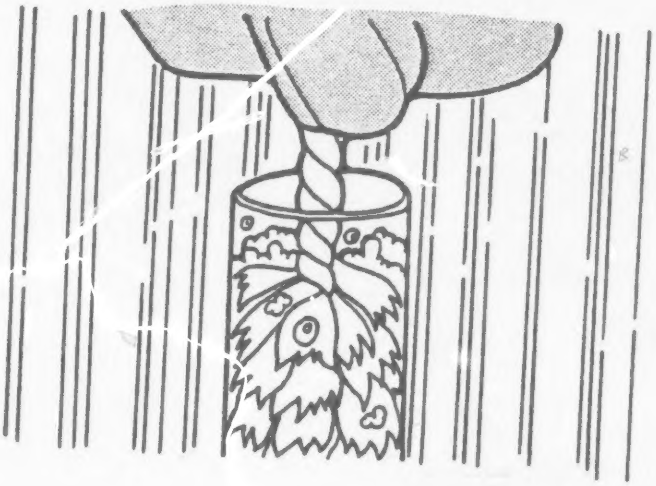
11. Using steel wool, scrub the base of the percolating tube until it is bright and has no dark spots.

12. Using a large urn brush, scrub the inside of the percolator.

13. Drain the soapy water from the percolator.

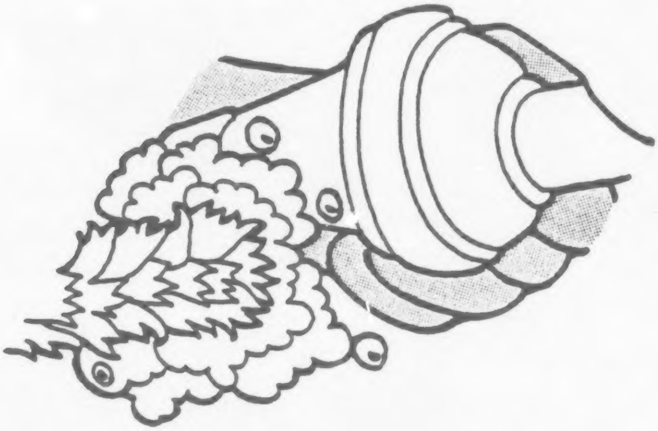
14. Using steel wool, scour the well element at the base of the percolator, so it is bright and has no dark spots.

15. Remove top screw from the glass gauge on the front of the percolator. Use small brush to clean gauge.



JOB STEPS

16. Loosen faucet bonnet nut and remove faucet. Thoroughly clean faucet with small percolator brush.



17. Using hot water, rinse faucet and glass gauge and replace it.

18. Thoroughly rinse all brushes.

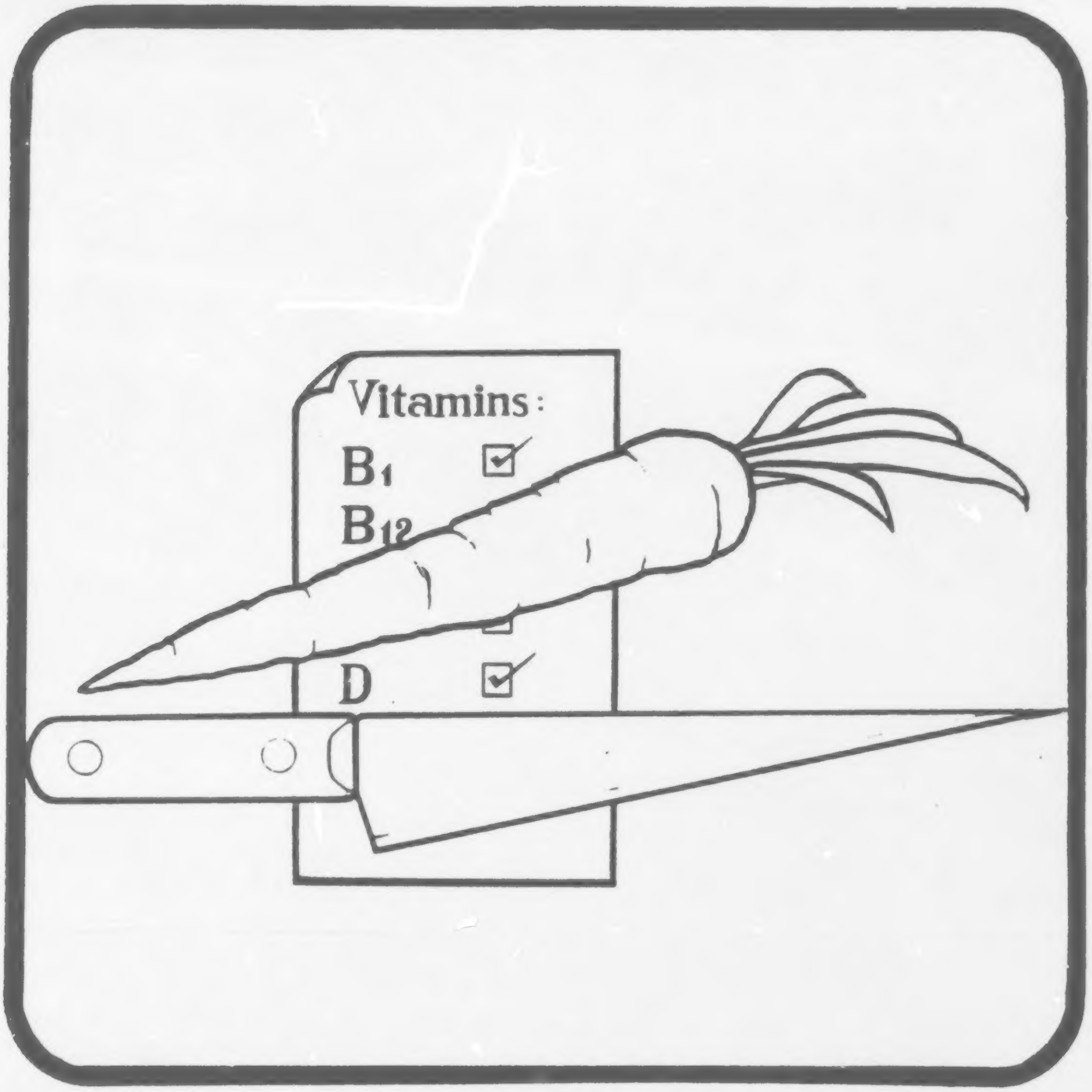
19. Pour hot water into percolator until it reaches 1 inch from the top. Using a large urn brush, scrub the inside. Open the faucet to let the water drain out.

20. Repeat step 19. Running hot clear water through helps to remove any remaining soap.

21. Rinse the units of the percolating assembly under hot running water.

22. Use a damp sponge to clean the outside and cover of the percolator.

23. Once a month, follow the above job steps, substituting 1 1/2 cups of Dip-It percolator cleaner for the liquid dishwashing detergent in step 3.



dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 036 **date:** August 1977 **level:** I

skill title: Preparation of Coffee Using the Enterprise Automatic Percolator

developed & written by: Kathleen S. Miller

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to prepare 20 cups of coffee in the Enterprise Automatic Percolator.

AND IN ORDER TO DO THIS YOU WILL NEED:

Enterprise 90-cup Automatic Percolator

Water

Measuring cup

Regular-grind coffee

WE WILL KNOW YOU CAN DO IT WHEN:

1. You make coffee that is clear with no grounds or sediments in the bottom of the cup.
2. You make coffee that is flavorful, with no bitter or rancid taste.
3. You make coffee that is the right strength, not weak or strong.

JOB STEPS

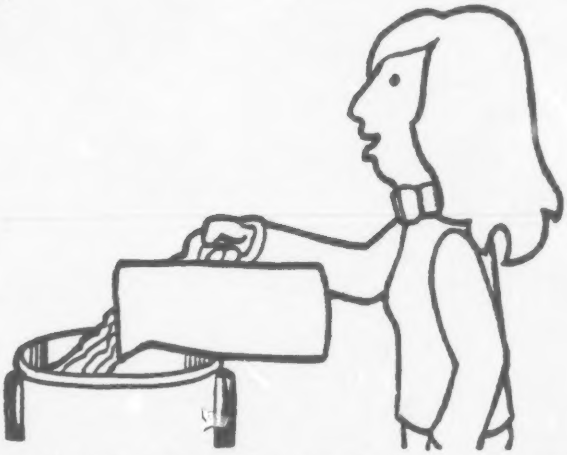
1. Collect your materials.

2. Clean percolator as in mod 4501 04 035.

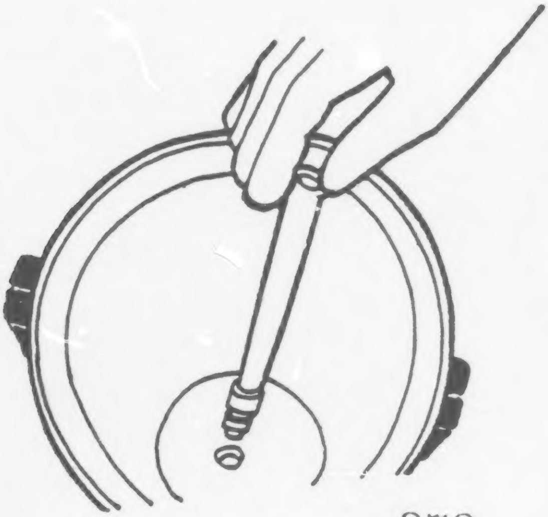
3. Read La Touraine Coffee Company: Your Personal Guide To Quality Coffee Service.

4. Remove the cover and percolator assembly from the percolator.

5. Pour cold water into the percolator until it reaches the 20 cup graduation.



6. Place the base of the percolating tube into the well element at the bottom of the percolator.



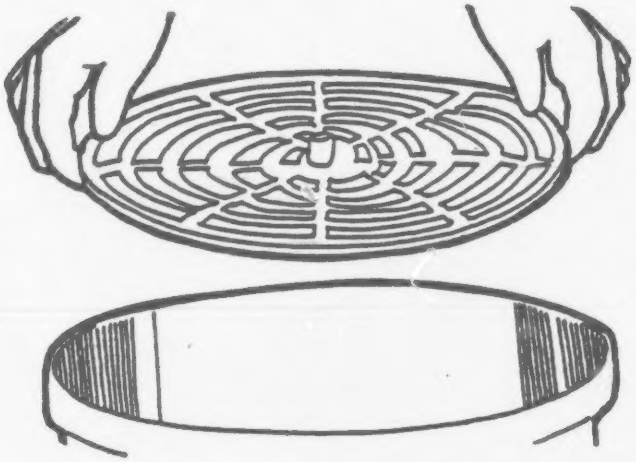
JOB STEPS

7. Take some water and wet the bottom of the coffee basket.

8. Place the coffee basket on the percolating tube.

9. Fill the coffee basket with 1 1/4 cups of regular-grind coffee.

10. Put the spreader plate on the coffee basket.



11. Put the cover on the percolator and plug the electrical cord into a wall outlet.

12. Turn on the switch.

13. While coffee is brewing, collect the styrofoam coffee cups, napkins, plastic spoons, creamer and sugar that will be needed to serve the coffee.

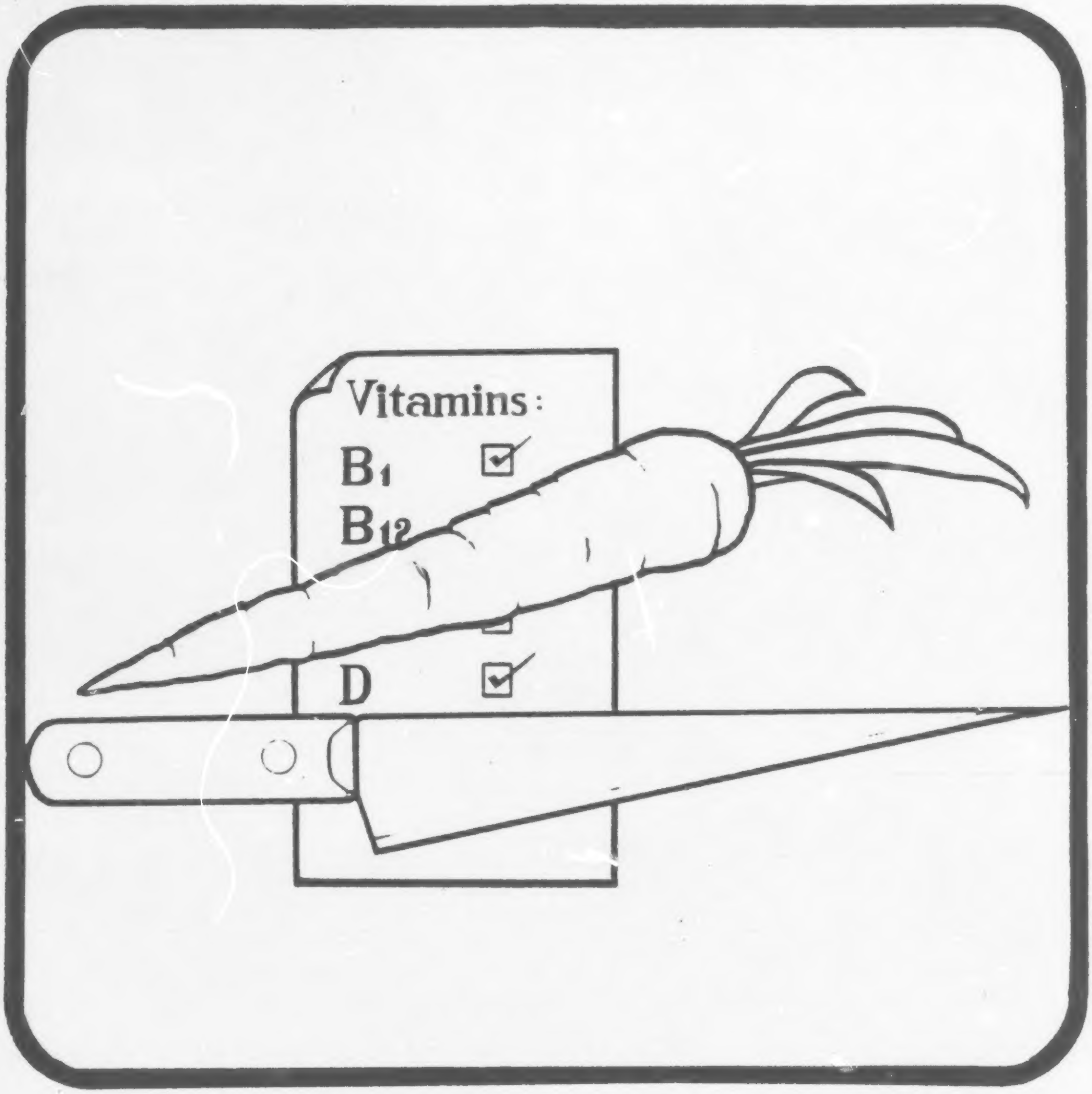
14. When the coffee finishes brewing, the red pilot light at the base of the percolator will turn on.

15. Remove the percolator assembly and replace the cover.

JOB STEPS

16. Empty coffee grounds into a trash can.

17. Under hot running water, rinse the percolator assembly.



dietetic assistant

unit: FOOD PREPARATION & SERVICE

capital area career center

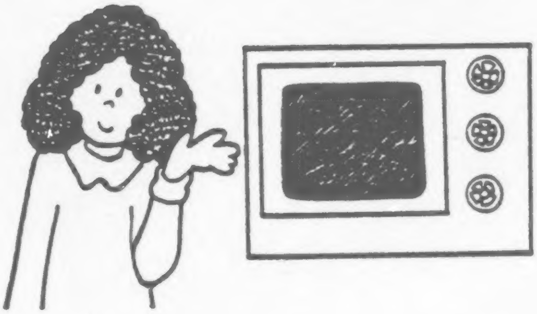
module: 4501 04 037 date: August 1977 level: II

skill title: Preparing Food in a Microwave Oven

developed & written by: Kathleen S. Miller

visuals by: Sherri Baker

WORD GUIDE



Microwave - A form of electromagnetic energy. It enters food and causes liquid or moisture molecules to vibrate at a very fast rate. The friction created by this vibration produces heat energy that is conducted through food. The degree of heat needed to completely penetrate food depends on the moisture, content, shape, size, mass, and other physical features of the food item. Microwave does not cause a chemical change in the item as xpraying does.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to prepare food in a microwave oven.

AND IN ORDER TO DO THIS YOU WILL NEED:

Recipe for a meat, sandwich, vegetable, or a dessert.

Requisition form

Pencil

Standardized recipe form

Microwave oven

All food items required for your chosen recipe

All utensils required to prepare your recipe

A frozen food item that will need to be defrosted

WE WILL KNOW YOU CAN DO IT WHEN:

1. You are able to spell, pronounce, and define the technical words listed in the word guide.
2. You select and standardize a meat, sandwich, vegetable, or dessert recipe for use with a microwave oven.
3. You prepare the recipe well enough so that it is palatable and appetizing and in time to be served in class cafeteria.
4. You properly defrost a frozen food item.

INFORMATION

Read these materials before doing the job steps:

1. How to correctly operate and clean the microwave oven. Litton Microwave Operation Instructions, back page of gold folder listing safety, operation, and maintenance instructions.
2. How the microwave oven cooks the food. Exciting New World of Microwave Cooking, Pages 4-11.
3. Suggested recipes for a meat, sandwich, vegetable, or dessert. Exciting New World of Microwave Cooking, Pages 11-36.
4. How to defrost frozen food in a microwave oven. Litton Automatic Defroster, gray folder attached to microwave cookbook.

JOB STEPS

1. Collect all materials. Read all the material listed in the information section of this module.

   Review modules for Weighing & Measuring Ingredients:

   4501 04 005

   4501 04 006

2. Select a recipe for meat, sandwich, vegetable, or dessert. Consider total time for preparation and equipment available.

3. Standardize recipe as in mod 4501 04 001.

4. Adjust the yield of the recipe so that it serves 25 as in mod 4501 04 002 or 4501 04 003.

5. On the requisition form, requisition all ingredients for the recipe as in mod 4501 04 008 (listing amounts and date of use).

6. On the day before preparation, read entire recipe and check to be sure that all ingredients and equipment are on hand.

7. On the day you prepare the food, collect all ingredients and all equipment needed.

8. Accurately measure or weigh all ingredients.

9. Carefully follow each step of the recipe.

WORD GUIDE

Oven Door Safety - Interlocks automatic switch within the door of the microwave oven that turns off oven as the door is opened.

Standing time - the time that food needs to be out of the oven before it is served. The heat already inside the food continues to cook it before it cools.

JOB STEPS

10. Make sure you place prepared food in proper cooking container for use in microwave oven - (glass, paper, or certain plastics).

11. Plug in microwave oven and place food in oven.

12. Determine proper cooking time from recipe. Turning to the right, set timer dial to proper time.

13. To start oven cooking, push in button labeled cook.

    Note: When the oven bell rings, the cooking time is completed and oven will automatically turn off. The oven will also automatically turn off when the oven door is opened.

14. If recipe calls for standing time, remove food from oven, and let set for the required time.

15. Unplug microwave oven.

16. Place food in proper serving dishes for cafeteria.

17. Clean oven as indicated in reading material.

JOB STEPS

18. Defrost the frozen food item. Using the procedure outlined in Litton Automatic Defroster, defrost the frozen food item.

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 001 **date:** 7/77 **level:**

skill title: Using the Diet Instruction Sheet

developed & written by: Linda Gilmore

visuals by:

WORD GUIDE

DIET INSTRUCTION SHEET - A list of food the patient should and should not eat.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to use a diet instruction sheet.

IN ORDER TO DO THIS YOU WILL NEED:

Diet instruction sheet (for any diet)
Practice Patient (student)

WE WILL KNOW YOU CAN DO IT WHEN.

You use the diet sheet as an aid to instruct the patient, using discussion and summary methods.

INFORMATION

Eating habits are hard to change. For a patient to start and maintain a new diet, it is important for him/her to fully understand which foods to eat and which foods not to eat.

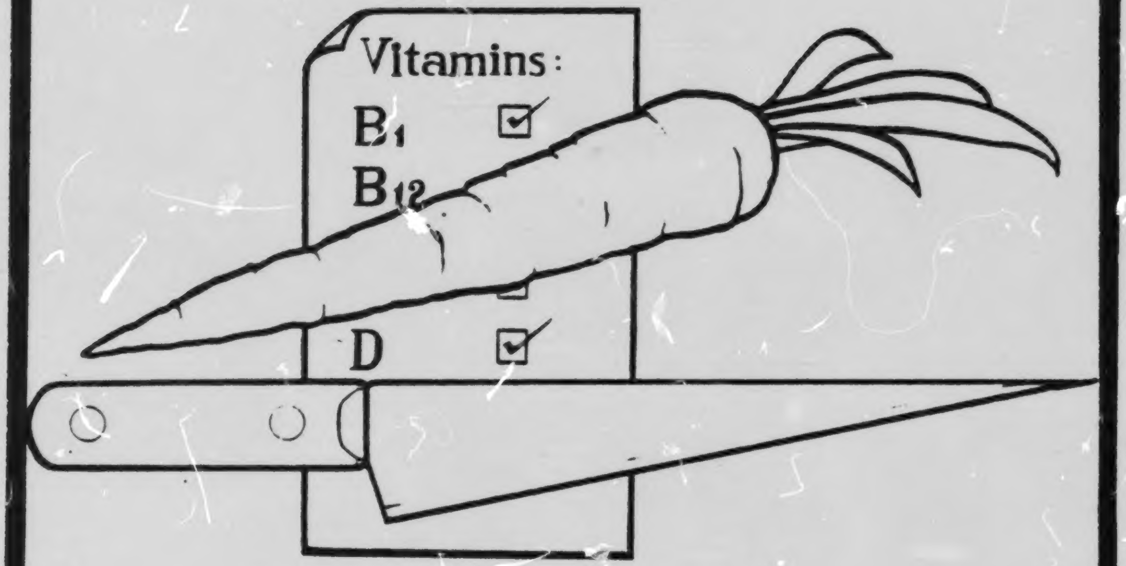
JOB STEPS

1. To get an idea of a patient's food preference, obtain a diet history as in Mod #4501 01 002 (Be friendly and understanding).

2. Using the diet instruction sheet as a guide, discuss the various catagories of foods. Stress the important points for that particular diet. Do not spend time on food the patient does not eat.

3. When finished with all food catagories, summarize the foods the patient is allowed and those he/she must avoid.

4. Answer any questions the patient has about food catagories.



dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 002 date: July 1977 level:

skill title: Teaching Diets To Patients Individually

developed & written by: Linda Gilmore

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

- How to teach diets to individual patients.

IN ORDER TO DO THIS YOU WILL NEED:

A practice patient (student)
Diet instruction sheet (for any diet)

WE WILL KNOW YOU CAN DO IT WHEN:

1. You use the diet instruction sheet as an aid in discussing the patient's diet.
2. You summarize the diet.
3. You check the patient's diet understanding by having him/her summarize main points of the diet.

INFORMATION

After you discuss the diet with the patient, it is important to check his/her understanding of the diet. Ask the patient to summarize the main points of the diet.

JOB STEPS

1. To get an idea of the patient's food preferences, obtain a diet history as in mod #5401 01 002 (Be friendly and understanding).

2. Using the diet instruction sheet as a guide, discuss the necessary food changes for the patient's diet. Make sure you point out all of the diet's requirements.

3. Ask the patient to summarize his/her diet requirements and the necessary changes to make his/her present diet meet those requirements.

4. Discuss any points the patient has forgotten and briefly go over diet instructions once more.

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 003 date: 7/77 level:

skill title: Keeping Diet Records of Patients in an Institution

developed & written by: Linda Gilmore

visuals by:

WORD GUIDE

NPO - Nothing by mouth.

SEQUENCE CARD - A card record of the patient's orders.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to keep diet records of patients in an institution.

IN ORDER TO DO THIS YOU WILL NEED:

Diet orders
Sequence card
Pencil

WE WILL KNOW YOU CAN DO IT WHEN:

1. You record the patient's diet orders on the sequence card.
2. You record all other necessary information and file in the correct order.

INFORMATION

Diet Orders:

Low Sodium

Clear Liquid

NPO

Clear Liquid, Low Sodium

Full Liquid, Low Sodium

Low Sodium, Soft

Low Sodium, 1800 Calories

Pt. Allergic to Milk

Diabetic 1 sf.

To be certain that each patient is receiving the correct diet, you must keep a record of each patient's diet orders. The record can also be helpful in checking a patient's progress (A certain diet may cause or cure certain symptoms).

JOB STEPS

1. Collect your materials. Your instructor will tell you where to obtain a sequence card.
2. At the bottom of the card, write the patient's name and room number.
3. Record the first diet order on the card. Write the date, time, and your initials.
4. Place the diet slip behind the diet order card in the card file.
5. Record any allergies under dislikes.
6. Record each additional order in sequence on the diet order card.

Sequence Card

Do Not Write On This Sheet

No.	Diet Order In Sequence Diet	Time	Date	Init.	Like
1					
2					
3					
4					
5					
6					Dislike
7					
8					
9					
10					
11					
NAME:				ROOM	

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 003 **date:** 7/77 **level:**

skill title: Keeping Diet Records of Patients in an Institution

developed & written by: Linda Gilmore

visuals by:

WORD GUIDE

NPO - Nothing by mouth.

SEQUENCE CARD - A card record of the patient's orders.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to keep diet records of patients in an institution.

IN ORDER TO DO THIS YOU WILL NEED:

Diet orders
Sequence card
Pencil

WE WILL KNOW YOU CAN DO IT WHEN:

1. You record the patient's diet orders on the sequence card.
2. You record all other necessary information and file in the correct order.

INFORMATION

Diet Orders:

Low Sodium

Clear Liquid

NPO

Clear Liquid, Low Sodium

Full Liquid, Low Sodium

Low Sodium, Soft

Low Sodium, 1800 Calories

Pt. Allergic to Milk

Diabetic 1 sf.

To be certain that each patient is receiving the correct diet, you must keep a record of each patient's diet orders. The record can also be helpful in checking a patient's progress (A certain diet may cause or cure certain symptoms).

JOB STEPS

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2. At the bottom of the card, write the patient's name and room number.
3. Record the first diet order on the card. Write the date, time, and your initials.
4. Place the diet slip behind the diet order card in the card file.
5. Record any allergies under dislikes.
6. Record each additional order in sequence on the diet order card.

Sequence Card

Do Not Write On This Sheet

No.	Diet Order In Sequence Diet	Time	Date	Init.	Like
1					
2					
3					
4					
5					
6					Dislike
7					
8					
9					
10					
11					
NAME:				ROOM	

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 004 **date:** 7/77 **level:**

skill title: Recording Patient's Diet Instructions

developed & written by: Linda Gilmore

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to record the patient's diet instructions.

IN ORDER TO DO THIS YOU WILL NEED:

Diet instruction record sheet

Pencil

WE WILL KNOW YOU CAN DO IT WHEN:

You completely and accurately record all diet instructions.

INFORMATION

A complete record of diet instructions is a helpful reference for patients returning to the hospital or for questions from discharged patients. This record can also be helpful when giving follow-up instruction.

JOB STEPS

1. Collect your materials. Your instructor will will tell you where to obtain a Diet Instruction Record.
2. On Diet Instruction Record Sheet, record date of instruction and patient's name and room number.
3. Record diet in which patient was instructed.
4. Record whether any family was present.
5. Record how well the patient appeared to understand the instruction, i.e. good, fair, poor.

Diet Instruction Record

Do Not Write On This Sheet

Date	Patient's Name	Room #	Diet	Family	Response-Understanding

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 005 date: 7/77 level: ____

skill title: Developing Visual Aid Materials

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

VISUAL AID MATERIALS - Anything used to show or illustrate what you are typing to teach.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to develop visual aid materials (posters).

AND IN ORDER TO DO THIS YOU WILL NEED:

A specific diet (i.e., low sodium, low fat, bland, low calorie or diabetic)

Three large poster boards

Art supplies of your choice (i.e., pictures, glue, stencils, markers, etc.)

WE WILL KNOW YOU CAN DO IT WHEN:

You make 2 or 3 posters which effectively illustrate the main requirements of a specific diet.

INFORMATION

Learning occurs through all five senses. If only lecture is used, the patient will use only his/her sense of hearing. The patient should have an easier time understanding and remembering if you use the patient's sight as well. This is why you might use a visual aid to teach.

To be most effective, the visual aid should stress about three main points (per poster). Make lettering large and clear. Make the design simple, balanced and neat.

JOB STEPS

1. Collect your materials.

2. Select the diet you wish to teach.

3. Review the requirements of the diet.

4. Decide on the main points you wish to illustrate (if the diet has few main points, you may want each poster to cover a different diet).

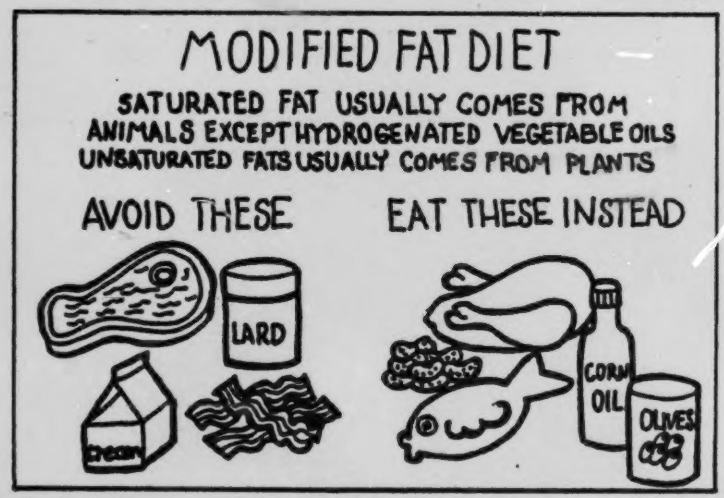
   Example: For low cholesterol, modified fat diet, low sodium.

   Tell the difference between saturated and unsaturated fats. Show pictures of foods high in saturated fats, label them "Avoid These" (i.e., cream, lard, salt pork, bacon, fried pork, beef or lamb, hydrogenated vegetable shortening).

   Show pictures of foods containing polyunsaturated fats, labeled "Use These Instead" (i.e., barbequed, broiled or wasted veal, fish or poultry, corn oil, soybean oil, cotton seed oil, olives and peanuts.

   Second poster could show foods high in cholesterol and those low in cholesterol as described above.

   Third poster could do the same with sodium.


MODIFIED FAT DIET
SATURATED FAT USUALLY COMES FROM
ANIMALS EXCEPT HYDROGENATED VEGETABLE OILS
UNSATURATED FATS USUALLY COMES FROM PLANTS
AVOID THESE
EAT THESE INSTEAD
LARD
CREAM
CORN OIL
OLIVES

5. Arrange and label your final designs.

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 006 **date:** 7/77 **level:**

skill title: Teaching Patients (on Low Fat and Low Saturated Fat Diets) How to Dine Away From Home

developed & written by: Linda Gilmore

visuals by:

WORD GUIDE

SATURATED FATS - Type of fat which comes primarily from animal foods, such as dairy products, meats and eggs.

UNSATURATED FATS - Type of fat which comes primarily from vegetable foods, such as corn oil, safflower oil, and soybean oil.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to teach a patient (on a low fat and low saturated fat diet) to dine away from home.

AND IN ORDER TO DO THIS YOU WILL NEED:

Pencil

Paper

Restaurant menu

Practice patient (student)

WE WILL KNOW YOU CAN DO IT WHEN:

You teach the patient to select restaurant food and still maintain a low saturated and unsaturated fat diet.

INFORMATION

Your instructor will provide the information a patient needs to choose a meal. After showing the patient a sample meal which meets the diet requirements, let the patient put together another possible meal.

JOB STEPS

1. Collect your materials.

2. Review important points of the diet with the patient.

3. Study the restaurant menu. Discuss the saturated and unsaturated fat content of different foods. Example: vegetables tend to be low in fat while red meats tend to be high. The fat which you do find in vegetable products is usually unsaturated while red meats are high in saturated fats.

4. Select a meal from the menu which meets the diet requirements. Example:

   Tomato juice
   Steamed lobster with baked potato
   Asparagus
   Roll
   Sherbet
   Coffee

5. Answer any of the patient's questions about your selection.

6. Have the patient select an alternate meal. Discuss his/her selection. Example:

   Jello
   Salad
   Broiled chicken
   Mashed potatoes
   Kernel corn
   Roll
   Skim milk
   Apple pie

7. Discuss the difficulties the patient may face when dining out (example, foods fried in fats, many times whole milk is used, etc.).

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 007 **date:** 6/77 **level:**

skill title: Teaching Diabetic and Low Calorie Diet Patients to Dine Away From Home

developed & written by: Sharon Albert

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to teach a diabetic patient on a 1200 low calorie diet to dine away from home.

IN ORDER TO DO THIS YOU WILL NEED:

Diabetic pink folder on eating out
Party and Snack Foods folder
Exchange list
1200 calorie pattern - see mod 4501 05 010
Pencil
Paper
Restaurant menu

WE WILL KNOW YOU CAN DO IT WHEN:

1. You select restaurant foods and still maintain 1200 calorie diet.
2. You can prescribe nutritionally balanced meals of carbohydrates, proteins, and fats for a 1200 calorie diet.

INFORMATION

Restaurant dining can be dangerous for a diabetic. The diabetic's blood sugar level could rise abnormally high. Planning should be done beforehand. The patient can take his/her scales to the restaurant without causing notice, or the patient can fairly accurately tell his/her portions size. On the 1200 calorie diet used in mod 4501 05 010, we prescribed the following dinner diet:

1 fruit
2 meats
1 bread
2 fats
A vegetable
1 B vegetable

The patient should be able to estimate quantities of fruit, bread, and A & B vegetables. Remember, raw A vegetables are unlimited. Also remember, the 2 fats have to be divided between butter or sourcream on bread and vegetables. Vinegar can be requested for the salad, or the patient can bring their own premeasured dressing in a small container. Many times the meat ounces are listed on the menu, or the patient can ask the waitress. The patient should also know approximately how many ounces are in chicken pieces. Remember, if fats have already been used, the meat should be prepared fat-free. Also remember that the meat weight listed on the menu is uncooked. The diet plan is cooked weight. A serving of four ounces of raw meat will weigh three ounces when cooked.

JOB STEPS

1. Collect all your materials. Look over pages 5-7 of this mod for additional material to be used in dining out.
2. Study the restaurant menu. If you have any questions ask your instructor.
3. Study the pink folder on eating out.
4. Study the Party and Snack Foods folder.
5. Select a dinner from the menu that meets the requirements for the diabetic, 1200 low calorie diet.
6. Specify portion sizes and, if necessary, specify that portion of food not eaten. Remember, if 2 ounces of meat are required, and the cooked portion is four ounces, 2 ounces can be taken home for lunch the next day.

The following lists are from the Michigan Diabetes Association. Party and Snack Foods, Detroit, Michigan:

Sugar-Free Carbonated Beverages

Vichy, Club Soda, etc.

Bread Exchanges

Food Value: All foods listed are ONE bread exchange (or substitute) unless otherwise specified.

Bagel - ½ average
Bread stix - 2 (8½ inches long)
Bread stuffing - ¼ cup (also omit 1 fat)
Chinese noodles - ½ cup (also omit 1 fat)
Cream puff - 1 small
Frankfurter bun - 1 small to average
Hamburger bun - 1 small
Ice cream, chocolate - ½ cup (also omit 2 fat)
Ice cream, strawberry - ½ cup (also omit 1 fat)
Jello - 1/3 cup of regular
Matzoth - 1 (6-inch square)
Matzoth meal - 3 tablespoons
Muffins, english - ½ large (2 oz. muffin) or 2/3 small (1½ oz. muffin)
Pizza - 1 piece (3 x 4 inch rectangle or 1/10 of 12 inch piece, a 4 inch section) (also omit 1 meat)
Popover - 1 average
Popped Corn - 1½ cups (allow for fat added)
Potato Chips - 10 (2 inches in diameter) or a 1 oz. bag (also omit 2 fat)
Potatos, French fried - 6 (½ x ½ x 2 inches) (also omit 1 fat)
Potato Stix (Shoestring potatoes) - 2/3 cup (also omit 2 fat)
Pretzels - 20 thin sticks or 6 medium twists
Ry-Krisp - 3
Sherbet - ¼ cup
Toast, Melba - 4 halves
Tortilla - 3 (6 inches in diameter)

Fat Exchanges

Food value: all foods listed are ONE fat exchange (or substitute) unless otherwise specified.

Almonds - 8 whole
Brazil nuts - 2 whole
Cashews - 5 whole
Coconut, Fresh - 1 piece (1 x 1 x 3/8 inches)
Hazelnuts - 6 whole
Peanuts - 12 whole
Pecans - 6 halves
Pepitas, Hulled pumpkin seeds - 2 tablespoons (1/8 cup)

Walnuts (English or black) - 5 halves
Sour Cream - 2 tablespoons

Meat Exchanges

Food value: All foods listed are ONE meat exchange (or substitute) unless otherwise specified.

Anchovies - 9 thin fillets
Anchovy paste - 2 tablespoons
Caviar - 1 tablespoon
Franks, little - 3 (2 inches long)
Herring - 1 piece (1 x 1½ x ½ inches)
Scallops - 2-3 average

Combination Dishes

When mixed dishes or eating out are your only choice, the following may serve as a guide. It should be remembered, however, that such mixtures vary considerably in their food contents.

Beef stew with vegetables - 1 cup = 2 meat and 1 bread
Chili con carne with beans - 1 cup = 2 bread and 2 meat
Chow Mein or Chop Suey - ½ cup = 1 beverage and 1 meat
Corned beef hash - 3/4 cup = 3 meat and 1 bread
Egg rolls - 6 ounces = 1 bread, 1 beverage, and 1 meat
Italian spaghetti - 1 cup spaghetti and sauce and 2 meat balls = 2 bread and 2 meat
Lasagna - ½ cup = 1 bread and 1 meat
Macaroni and cheese - 1 cup = 1 milk, 1 meat, and 1½ bread
Meatloaf - 1 slice (4 x 3 x ½ inch) = ½ bread, 2 meat, and 1 fat
Ravioli with Beef - ½ cup = 1 bread and 1 meat

Many spices and herbs are "free". Many of the A vegetables can be eaten sparingly as "free vegetable frills".

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 008 date: 7/77 level:

skill title: Teaching Patients (on a Low Sodium Diet) How to Dine Away From Home

developed & written by: Linda Gilmore

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to teach a patient (on a low sodium diet) to dine away from home.

AND IN ORDER TO DO THIS YOU WILL NEED:

Pencil

Paper

Restaurant menu

Practice Patient

WE WILL KNOW YOU CAN DO IT WHEN:

You teach the patient how to select restaurant foods and still maintain a low sodium diet.

INFORMATION

Your instructor will provide the information a patient needs to choose a meal. After showing the patient a sample meal which meets the diet requirements, let the patient put together another possible meal.

JOB STEPS

1. Collect your materials.

2. Review the important points of the diet with the patient.

3. Study the restaurant menu. Discuss the foods which have a high and low sodium content.

   Example of low sodium foods:

   fresh or frozen beef
   veal
   lamb
   poultry
   pork
   fresh water fish
   most fresh, frozen, or salt-free canned vegetables

   Example of high sodium foods:

   anything cooked, canned, or prepared with salt
   ocean, shell, and frozen fish
   pickles
   olives
   relish

4. Select a meal from the menu which meets the diet requirement.

   Example:

   cottage cheese
   New York strip
   baked potato
   milk
   muffins
   ice cream

5. Answer any questions the patient has about your selection.

JOB STEPS

6. Have the patient choose an alternate meal.

   Example:

   tossed salads with oil and vinegar
   fillet of sole
   baked potato
   milk
   jello

7. Discuss his/her choice.

8. Discuss the difficulties the patient may face when dining out, i.e. not knowing if foods have been cooked, canned, or seasoned with salt.

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 009 **date:** 7/77 **level:**

skill title: Helping Patient to Plan a Diet for Home Use

developed & written by: Linda Gilmore

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to help a patient plan his/her diet to use at home.

AND IN ORDER TO DO THIS YOU WILL NEED:

Practice patient (student)

Any special diet

WE WILL KNOW YOU CAN DO IT WHEN:

1. You obtain a diet history, then discuss and show the patient how to adjust his/her diet to meet the special diet requirements.
2. You discuss possible problems of maintaining the new diet.

INFORMATION

A patient will find it easier to stick to a new diet if it is similar to his/her old diet. It is your job to help the patient find a way to keep their food styles and tastes while meeting the needs of the new diet. This will require help in menu planning, but may also require suggestions for preparation.

JOB STEPS

1. Obtain a diet history as in mod 4501 01 002. Look over the history so you have an idea of food likes, dislikes, and habits.

2. Discuss with the patient which foods can be eaten and which must be adjusted or dropped.

3. Try to use substitute foods which are especially liked. (If diet history shows a low cost diet, then substitute with low cost food items).

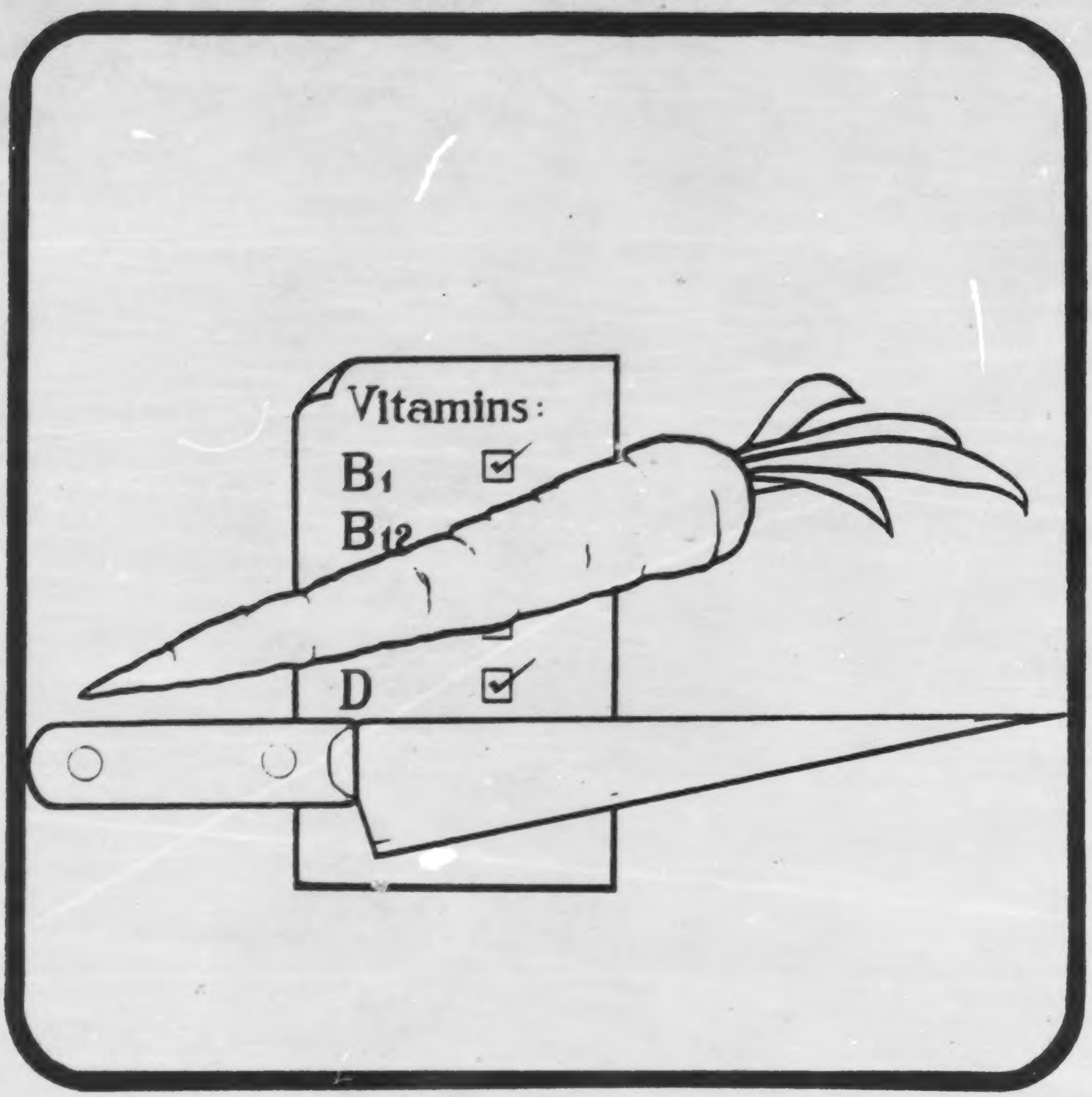
4. Make sure to discuss the diet requirements with the person who does the cooking and shopping if it is someone other than the patient.

5. Try to match meal substitutes to the patient's taste, routine, budget and facilities.

6. Examine as many potential problems as possible. Discuss the possible problems.

7. Help the patient write out an acceptable menu for one week, one which meets the requirements of the diet.

8. Discuss any problems or questions.



dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 010 date: June 1977 level: II

skill title: Calculating a Diabetic Diet

developed & written by: Sharon Albert

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to calculate one diabetic diet without the aid of a reference so that the type of meal plan (number of calories) will be designed for the diabetic individual's needs.

AND IN ORDER TO DO THIS YOU WILL NEED:

Composition of six food groups

Diet prescription; 1,200 calories, 120 grams carbohydrate, 60 grams protein, 55 grams fat.

Paper

Pencil

Diet calculation worksheet

University of Michigan Diet Manual

WE WILL KNOW YOU CAN DO IT WHEN:

1. You memorize the grams of protein, fat, carbohydrate and calories in one exchange unit of milk, A and B vegetables, fruit, bread, meat and fat.
2. You accurately calculate a 1,200 calorie diabetic diet from the diet prescription.

INFORMATION

Diabetes is a disease in which the body improperly uses food, specifically carbohydrates. Sugar or glucose is the energy fuel required by the body to maintain life. In the normal person, eating causes a slight rise in the amount of glucose in the blood. Insulin, a hormone produced by the pancreas, is the spark needed by the body cells to burn this fuel. In the diabetic, there is either too little insulin or a defect in its action. Therefore, sugar is discarded in the urine and the body is deprived of its energy.

DIETETIC CONTROL FOR DIABETES

Most foods allowed in the diabetic management program are ordinary items found in any nutritionally-sound nondiabetic regimen. Meals are also to be eaten at regular times so the body chemistry is kept in balance at all times. These carbohydrates, fats, and proteins are selected from six food groups, exchange or substitution lists. Each list contains foods that are approximately equivalent in food value to any other food on that list. Some substitution between lists of foods of equivalent value is allowed after the patient becomes familiar with the diet and lists.

Why is it important that diabetics eat the prescribed amount, no more or less, of carbohydrate, protein and fat at regular times?

1. The proper amound of vitamins, minerals, and calories are provided.
2. Sugar and energy levels are more likely to remain constant without wide fluctuations of ups and downs.
3. At least one unit of a high vitamin A vegetable should be eaten daily.
4. At least one unit of a high Vitamin C fruit should be eaten daily.

Approximately 30 grams equal one ounce.

JOB STEPS

1. Collect your materials. Use the University of Michigan diet manual for reference.

2. From the diet prescription, determine the number of exchanges the patient is allowed from each exchange list. The diet below is being used as our example. We are working with a low calorie diet.

   2 milk (carbohydrate, protein, fat)

   3 fruit (carbohydrate)

   Unlimited A vegetable, if cooked limit to 1 cup

   1 B vegetable (carbohydrate, protein)

   Bread (remaining carbohydrate needed to bring carbohydrate total up to prescribed amount of 120 grams)

   Meat (remaining protein needed to bring protein total up to prescribed amount of 60 grams)

   Fat (remaining fat needed to bring fat total up to prescribed amount of 55 grams)

   a. Plan in the number of milk exchanges that patient will drink.

      NOTE: It is usually 2 cups per day. Although at higher calorie levels, more milk exchanges may be used. Skim milk is used for the lower calorie level. It has low amounts of fat and fewer calories.

      Multiply 2 x the carbohydrates and proteins in skim milk:

      2 x 12 = 24 grams of carbohydrate (enter under C & P columns)
      2 x 8 = 16 grams of protein

   b. Plan in the number of fruits. Usually one per meal or three per day.

      Multiply 3 x the carbohydrate in fruit:

      3 x 10 = grams of carbohydrate (enter under C column)

JOB STEPS

c. Place a check mark to indicate vegetable A will be planned into the diet. Negligible carbohydrate, protein and fat.

d. Plan in 1 B vegetable per day.

Multiply 1 x the carbohydrate and protein in B vegetable:

1 x 7 = 7 grams of carbohydrate (enter under C & P columns)
1 x 2 = 2 grams of protein

e. Determine the number of bread exchanges needed to bring the total carbohydrate to 120 grams.

Add the carbohydrate from milk, fruit, and B vegetables:

24 + 30 + 7 = 61 grams of carbohydrate so far

Subtract 61 from the total grams of carbohydrate allowed:

120 - 61 = 59 grams of carbohydrate needed.

Divide carbohydrate needed by the amount of carbohydrate in one bread exchange (15):

59 ÷ 15 = 3 14/15 or 4 units of bread needed.
(4 x 15 = 60, enter in C column)

As bread also contains protein, multiply the units of bread just figured by the amount of protein in 1 bread exchange (2):

4 x 2 = 8 grams of protein (enter in P column)

f. Determine the number of meat exchanges needed to bring the total protein to 60 grams.

Add the protein from milk, B vegetable, and bread:

16 + 2 + 8 = 26 grams of protein so far.

Subtract 26 from the total grams of protein allowed:

60 - 26 = 34 grams of protein needed

JOB STEPS

f. Divide protein needed by the amount of protein in one meat exchange (7):

34 ÷ 7 = 4 6/7 or 5 units of meat needed. (5 x 7 = 35, enter in P column)

As meat also contains fat, multiply the units of meat just figured by the amount of fat in 1 meat exchange (5):

5 x 5 = 25 grams of fat (enter in fat column)

g. Determine the number of fat exchanges needed to bring the total fat to 55 grams.

Subtract 25 (fat in 5 meats) from the total grams of fat allowed:

55 - 25 = 30 grams of fat needed.

Divide fat needed by the amount of fat in one fat exchange (5):

30 ÷ 5 = 6 units of fats needed. (6 x 5 = 30, enter in fat column)

NOTE: The carbohydrate, protein and fat should not vary more than 5 grams from the diet prescription. Calories should not vary more than 25.

h. Add up the columns of carbohydrate (CHO); protein (PRO); and fat.

i. We have allowed for 2 milks, 3 fruits, A vegetable, 1 B vegetable, 4 breads, 5 meats and 6 fats.

Check your work.

Each gram of carbohydrate supplies 4 calories. Multiply 121 grams of CHO by 4:

121 x 4 = 484 calories.

Each gram of protein supplies 4 calories. Multiply 61 grams of PRO by 4:

61 x 4 = 244 calories.

JOB STEPS

3. Each gram of fat supplies 9 calories. Multiply 55 grams of fat by 9:

   55 x 9 = 495

   Add total calories together:

   484

   244

   495

   1223 total calories

   This serves as a check in all steps of the procedure. If calories add up to within 25 calories of the prescription, (1200) then you have correctly performed the steps.

4. Distribute the total exchanges between 3 meals. Foods should be arranged in such a manner that it forms an acceptable plan for the patient.

5. Divide 2 milk exchanges in the meal. On a worksheet, indicate the amount of carbohydrate and protein supplied by milk at each meal.

6. Divide 3 fruit exchanges among each of the 3 meals. On a worksheet, indicate the amount of carbohydrate supplied by the fruit at each meal.

7. Distribute 5 meat exchanges among each of the 3 meals. On a worksheet, indicate the amount of fat and protein supplied by meat at each meal.

8. Distribute 6 fat exchanges among each of the 3 meals. On a worksheet indicate the amount of fat supplied by fat at each meal.

JOB STEPS

9. Allow for 1 A vegetable and 1 B vegetable. On a worksheet, indicate the amount of carbohydrate and protein at each meal.

10. Distribute 4 bread exchanges among each of the three meals. On a worksheet, indicate the amount of carbohydrate and protein at each meal.

11. Add up the carbohydrate, protein and fat at each meal. Double check your work by adding together mealtime carbohydrate, protein and fat totals to get daily totals. Compare these with the prescribed totals.

EXAMPLE OF DIET CALCULATION WORKSHEET

		CHO	PRO	FAT
Breakfast:	1 milk-skim	12	8	
	1 fruit	10		
	1 meat		7	5
	2 breads	30	4	
	2 fats			10
Lunch:	1 milk-skim	12	8	
	1 fruit	10		
	2 meats		14	10
	1 bread	15	2	
	2 fats			10
	A vegetable			
Supper:	1 fruit	10		
	2 meats		14	10
	1 bread	15	2	
	2 fats			10
	A vegetable			
	1 B vegetable	7	2	
		121 gm CHO	61 gm PRO	55 gm FAT
		120 prescribed	60 prescribed	55 prescribed

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 011 **date:** 6/77 **level:** IV

skill title: Helping Diabetic Patients Plan for Food Purchases Specific to Their Nutritional Needs

developed & written by: Sharon Albert

visuals by:

WORD GUIDE

DIETETIC FOOD SECTION - That portion of the grocery store where special diet packaged foods are shelved.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to help a diabetic patient plan for food purchase specific to his/her nutritional needs.

IN ORDER TO DO THIS YOU WILL NEED:

1. To visit the grocery store
2. A diabetic patient (or student acting as patient) student "actor")
3. Pencil
4. Paper
5. Diabetic Pattern for 1500 calorie diet

WE WILL KNOW YOU CAN DO IT WHEN:

1. You can tell which dietetic foods are available in the given local grocery store and in what section they are located.
2. You can plan a varied diabetic diet and a specific list for three days.

INFORMATION

To maintain a steady sugar level, the diabetic needs to eat three well-balanced meals a day. If these meals are pre-planned, it is easier to maintain a diet.

As in module 4501 05 020, consider the patient's budget and eating habits. You cannot plan steak every night for most people because of its price. If a patient hates fish, even if it's easy to plan into the budget, you should not use it in the menu.

Remember to take into account budget, patient's eating habits, and preparation facilities. A diabetic doesn't have to eat different food from the rest of the family. Be sure you include vitamins A and C foods. You should provide some recipes for the patient.

You will also want to refer to module 4501 01 018 (Evaluating Convenience Foods). Many food packages list the number of servings and amount of carbohydrates, proteins, and fats per serving. Remember that the carbohydrates can contain sugar. Definitely avoid foods that list sugar as the first ingredient. You might consider Weight Watcher foods; however, they are more expensive. Provide variety. Also, if the patient has been a big eater, rice, noodles, potatoes, etc. can be eaten in larger quantities than bread per exchange.

JOB STEPS

1. Collect your materials.
2. Plan a diabetic menu for three days.
3. List all ingredients and quantity in recipes.
4. Write out a shopping list from the menu. Make a note of nonperishable foods that can be purchased in larger quantities than immediate needs. These foods will be available for future needs.
5. Go to grocery store. Check labels.

   NOTE: Remember, not all dietetic foods are legal for diabetics. Candies, cookies, etc. have to be used within the 1500 calories, not in addition to them.

6. It may be necessary to revise the menu. Some items could be on sale or out of season.
7. Note which items are located in the dietetic food section.
8. Compare the price of dietetic and regular foods. The only difference between regular and dietetic might be salt.

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 012 **date:** 8/77 **level:**

skill title: Helping a Patient (on a Low Sodium and Low Saturated Fat Diet) Plan for Food Purchase Specific to His/Her Nutritional Needs

developed & written by: Linda Gilmore

visuals by:

WORD GUIDE

Dietetic Food Section: The area of the grocery store where you find special diet foods.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to help a patient on a low sodium and low saturated fat diet plan, for the purchase of foods.

AND IN ORDER TO DO THIS YOU WILL NEED:

A practice heart patient (student) on a low sodium, low saturated fat diet.

Pencil

Paper

Grocery store

WE WILL KNOW YOU CAN DO IT WHEN:

1. You help the patient plan a low sodium, low saturated fat diet and a shopping list for one week.
2. You determine which foods must be purchased from the dietetic section of the store.
3. You help the patient locate all food items.

INFORMATION

Foods in the dietetic section may be processed or packaged differently from the same food in a different part of the store. Vegetables may be canned without salt. Cookies may be made without salt, eggs, or whole milk etc. Make sure the patient understands the difference between the dietetic item and the regular item when indicated. Make sure the patient purchases polyunsaturated margarines and oils. Make sure the patient knows what to look for on the label.

JOB STEPS

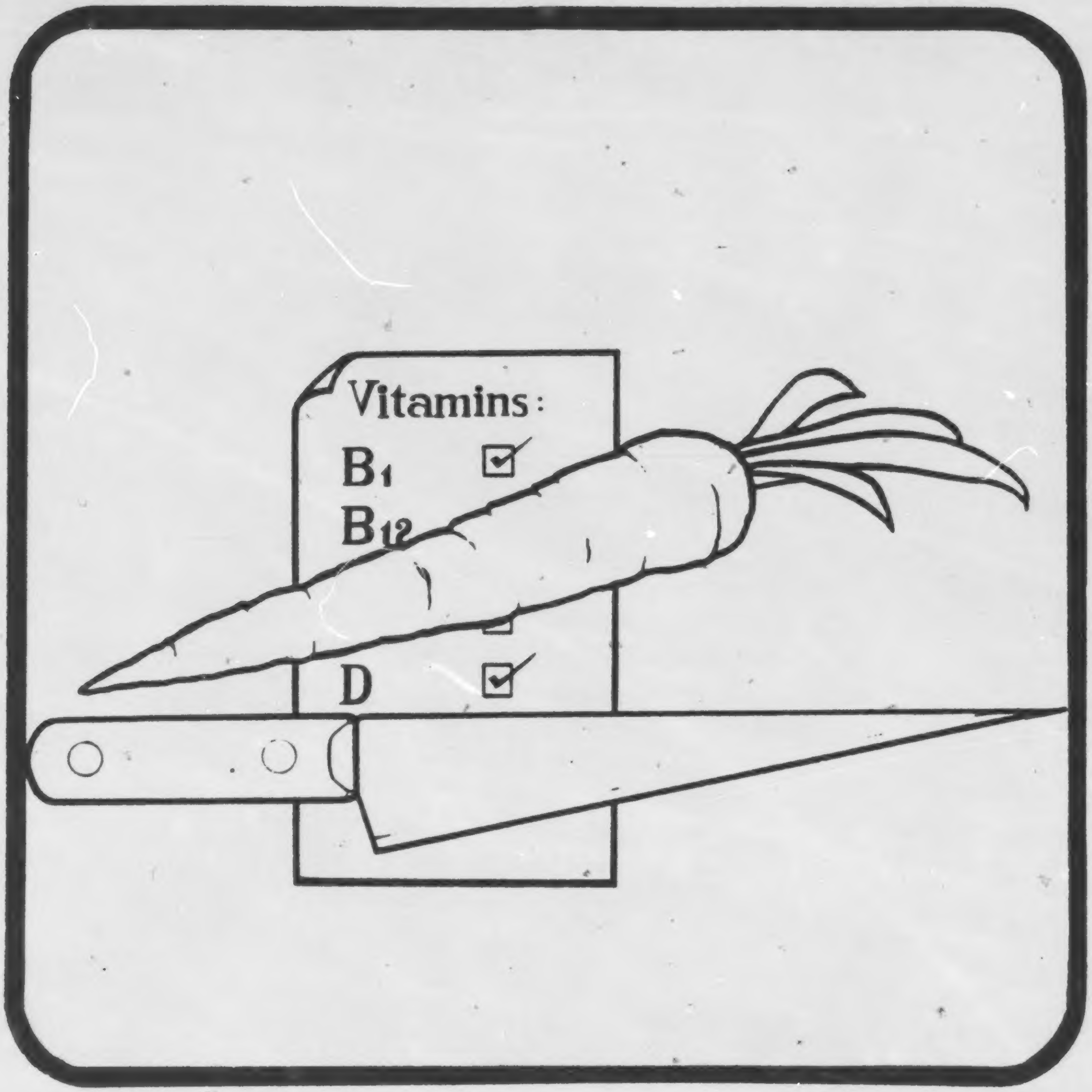
1. Collect your materials.

2. Plan a low sodium, low saturated fat diet for one week.

3. List all ingredients needed to prepare the foods on the menu.

4. Write a shopping list from the ingredient list. Note which items must be purchased in the dietetic food section.

5. Go to the grocery store. Locate food items. Note location and variety of foods in the dietetic food section.



dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 013 date: August 1977 level:

skill title: Helping a Patient Plan for Food Purchases Specific to His/Her Nutritional Needs and Within His/Her Budget

developed & written by: Linda Gilmore

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to help a patient plan for food purchases within her/his budget which meets his/her diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

A 60 year old patient on a diabetic, 1,200 calorie 1000 mg. sodium diet who lives alone. Her/his budget is $12.00/week (as of August 1977)

Pencil

Paper

A grocery store

WE WILL KNOW YOU CAN DO IT WHEN:

1. You help the patient plan a diabetic, 1000 mg. sodium diet and shopping list for 1 week which is within his/her budget.
2. You can determine which foods to purchase from the dietetic section of the store.
3. You can help the patient locate all items.

INFORMATION

It is important for a patient to have help fitting a special diet to a budget. Many alternate meals are possible.

JOB STEPS

1. Collect your materials.

2. Calculate a 1,200 calorie, diabetic diet, as in module 4501 05 010 (120 gm. CHO, 60 gm Protein, 50 gm. Fat).

3. Plan a one week, low cost menu for this 1,200 calorie, 1,000 mg. sodium diabetic diet (make sure the menu takes into account the patient's food likes and dislikes).

4. List all ingredients needed to prepare the food in the menu and state amounts needed.

5. From the ingredient's list, write a shopping list. State amounts needed. Note which items must be purchased from the dietetic section.

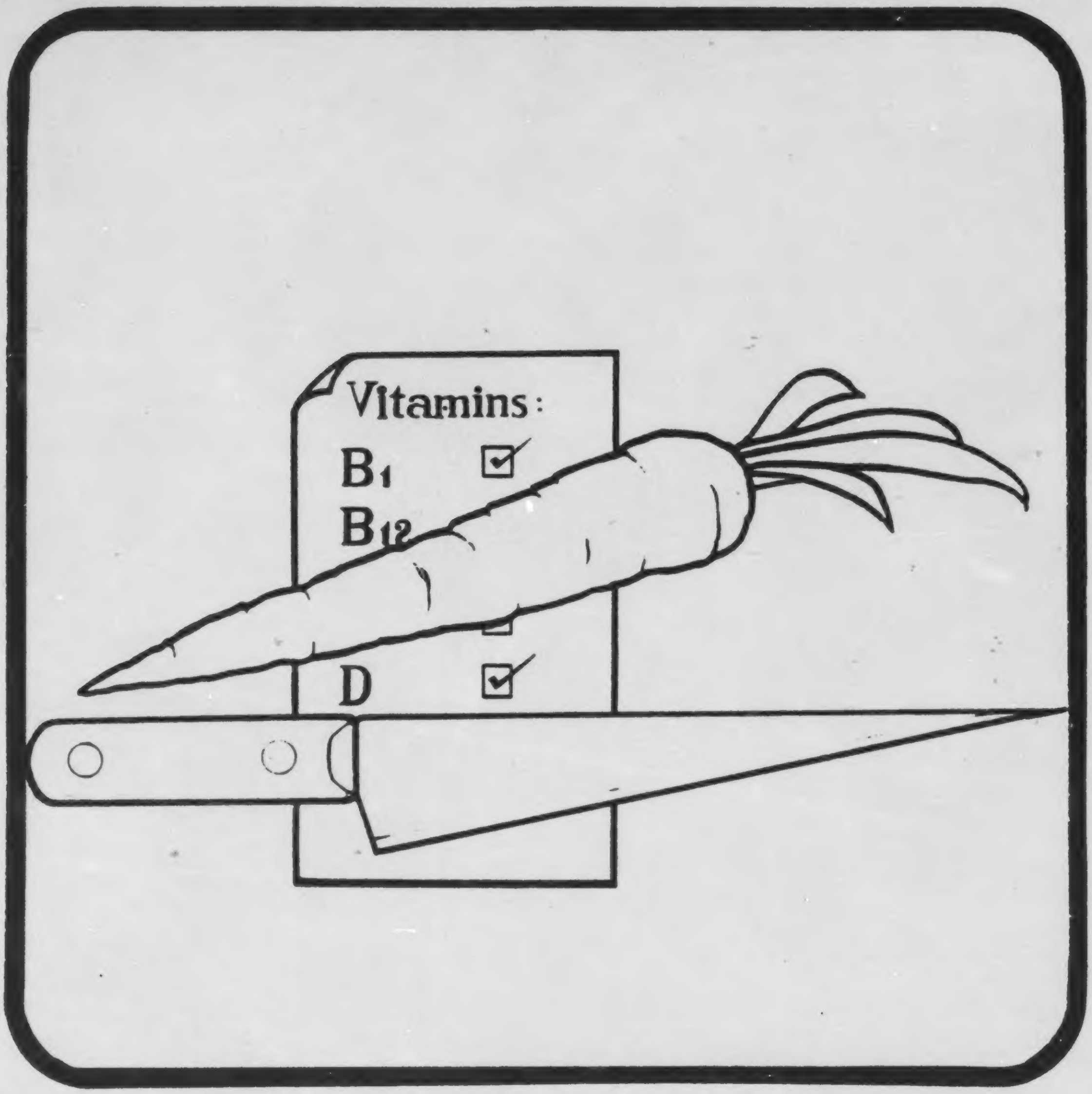
6. Go to the store. Record the unit price of each item.

7. Calculate the cost of the amount needed for each item, as in module 4501 04 004.

8. To get the food cost for one week, add the cost of all items.

9. Add, delete or substitute items to adjust the cost.

10. If you make changes in the menu, calculate the new food costs for one week.



dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 014 date: October 1977 level:

skill title: Helping a Patient to Plan for Food Preparations Which are Part of His/Her Nutritional Care

developed & written by: Linda Gilmore

visuals by: Sherri Baker

SPECIAL DIET
RECIPES

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to help a patient plan for food preparations which fit diet requirements.

AND IN ORDER TO DO THIS YOU WILL NEED:

Patient with a special diet

Paper

Pencil

3 of patient's favorite recipes (one main dish, one dessert, and one bread)

WE WILL KNOW YOU CAN DO IT WHEN:

1. You help the patient identify items in the recipe which are a problem on his/her diet.
2. You help the patient modify the recipe or find a new recipe to meet the diet requirements.

INFORMATION

It may be possible to modify many of the patients' recipes to meet their diet requirements. The patient is most likely to stick to a diet if he/she can continue to eat similar foods.

JOB STEPS

1. Collect your materials.

2. Review the diet requirements with the patient.

3. Study one recipe. Discuss with the patient the ingredients or preparation methods which don't follow the diet.

   Example:

   The patient is on a low sodium diet. Recipe to be fixed is apple pie. The problem centers around salt in crust and filling.

4. If possible, help the patient modify the recipe or find a special recipe.

   Example:

   Low sodium - apple pie recipe or simply eliminate the salt from the original recipe.

Note: You can find special recipes in cookbooks written for special diet needs (i.e. low calorie cookbooks, low sodium cookbooks, etc.).

5. Repeat steps 3 & 4 for each recipe.

6. Encourage the patient to call or come by in person with questions about modifying any recipe.

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 015 date: 8/77 level:

skill title: Following up on Diet Instructions

developed & written by: Linda Gilmore

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to do a follow up on diet instructions.

AND IN ORDER TO DO THIS YOU WILL NEED:

Patient who has been given diet instructions a day or two in advance.

Patient's diet instruction sheet.

WE WILL KNOW YOU CAN DO THIS WHEN:

1. You discover what information the patient has learned.
2. You review the material the patient has forgotten.

INFORMATION

Diet information must be remembered for a long time if it is to be useful to the patient. Follow-up instructions is a useful tool to find out what the patient retains after a day or two of instruction. Review all material that patient has forgotten.

JOB STEPS

1. Collect all materials. Locate the patient's diet instruction sheet.

2. Locate the patient. Introduce yourself and explain why you are there.

3. Ask the patient to tell you the key points of his/her diet, (is food high in sodium, calories, etc.?).

4. Review any points he/she has forgotten. Summarize the main points (repetition leads to learning).

5. Following his/her release, encourage the patient to contact the hospital with any questions or problems regarding the diet.

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 016 date: 8/77 level: _____

skill title: Evaluate Results of Diet Instruction and Observe the Recording of Results in Patient's Chart

developed & written by: Linda Gilmore

visuals by: __________

WORD GUIDE

PATIENT'S CHART - The medical record of each person in the hospital. Includes the history, tests, diagnosis, reports, and notes.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to evaluate the results of diet instructions and observe the Dietitian and/or Dietetic Technician record the results in the Patient's Chart.

IN ORDER TO DO THIS YOU WILL NEED:

1. A patient
2. Patient's Chart
3. Pen

WE WILL KNOW YOU CAN DO IT WHEN:

1. You evaluate the results of diet instruction.
2. You observe the dietitian and/or Dietetic Technician record the facts, comments, and problems in diet instruction.

INFORMATION

Consider all aspects when evaluating the patient's ability to follow the diet: financial problems, health, intellect, attitude toward diet, food preference, etc.

Returning a patient's chart to the place where you found it is important. A chart which was placed on the desk may need to have the Doctor's orders noted. If you file that chart instead of returning it to the desk, the order will not be noted.

JOB STEPS

1. Collect your materials.
2. Complete the diet instruction as in Mod #4501 05 002.
3. Evaluate the patient's ability to follow the diet and briefly summarize in your own words. Example: Patient and spouse seem to understand fairly well, but diet may not be exactly followed. They dine out often and show little interest in preparing special foods.
4. Observe the dietitian or Dietetic Technician locate the patient's chart and open it to the pregress notes (sometimes a separate sheet is used for dietitions or dietetic technicians).
5. Record the instruction and evaluation on the chart. See example below:

DATE	PERSONS PRESENT	DIET	LEVEL OF UNDERSTANDING

6. Put back the chart where you found it. Remember, it is very important for you to return the chart where you found it.

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 017 date: 9/77 level: III

skill title: Instructing a Patient on a Low Fat Diet

developed & written by: Linda K. Gilmore

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to instruct a patient on a low fat diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

Patient in need of low fat diet instruction

Doctor's orders for low fat diet

Low fat diet sheet

WE WILL KNOW YOU CAN DO IT WHEN:

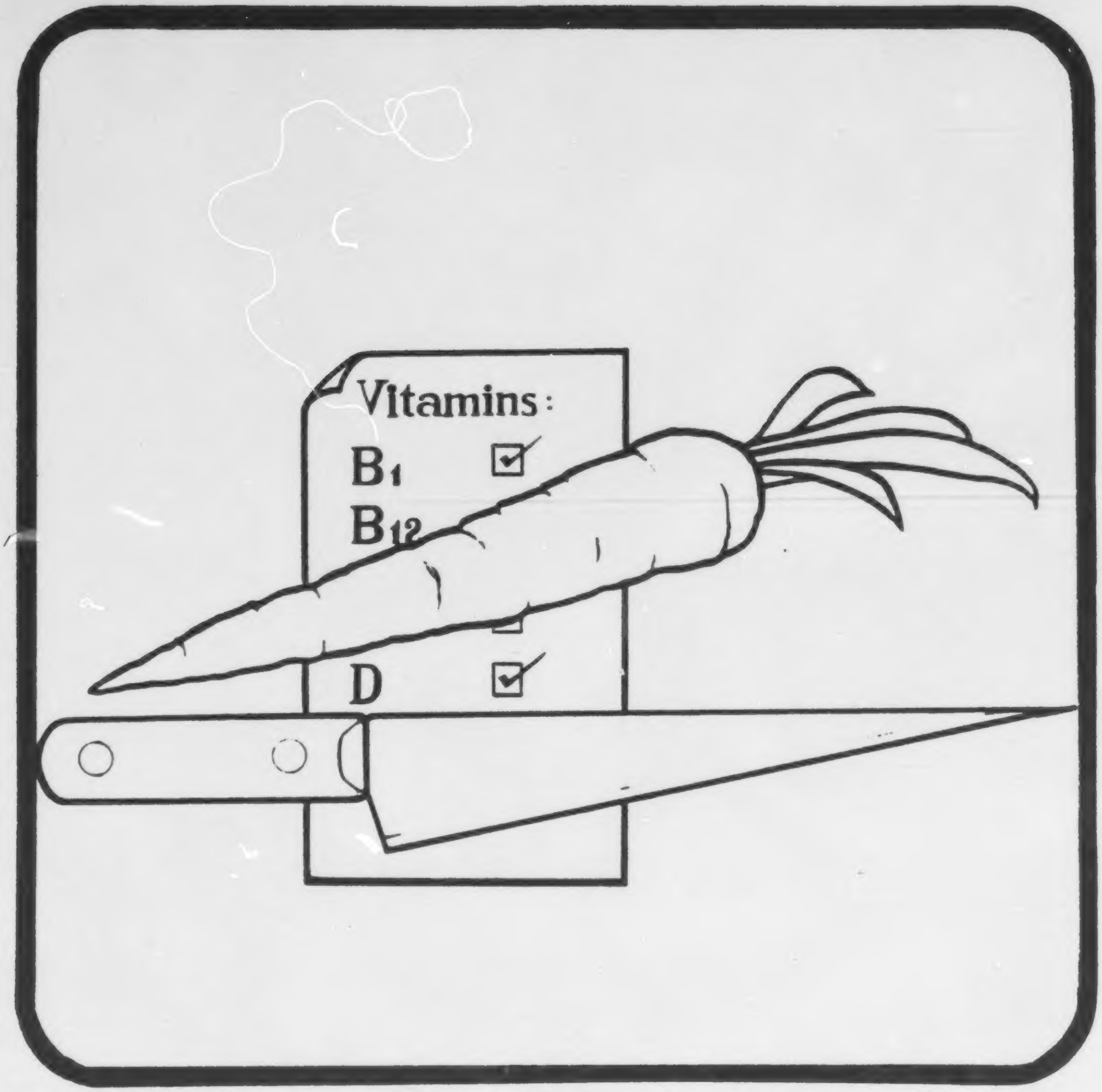
1. You give the patient sufficient information so that he/she can recall the foods and food preparations that are allowed and those to avoid.
2. You help the patient plan a menu for a low fat diet.

INFORMATION

Your instructions and explanations will provide all the information the patient needs to maintain a low fat diet. To discover how much the patient remembers, have him/her recall from memory the important points of the diet. Summarize the diet, stressing any points the patient forgot. Remember, repetition is the key to learning.

JOB STEPS

1. Review the requirements for a low fat diet.
2. Meet the patient and take a diet recall as in module number 4501 01 004.
3. Explain the purpose of the diet and the effect of too much fat in the diet.
4. Explain the diet instruction sheet, foods and food preparations to avoid and those allowed.
5. Set up a menu pattern for the patient.
6. Discuss with the patient the foods and food preparations which should be eliminated and which can be from patient's former diet.
7. Plan a sample menu as close as possible to previous eating habits.
8. Explain the reasons for your choice.
9. Answer any questions the patient may have.
10. Have the patient recall the main points of the diet from memory.
11. Summarize the diet, stressing any part missed by the patient.
12. Have the patient plan a menu.
13. Answer any additional questions and/or review any points needed.



dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 018 date: September 1977 level: III

skill title: Instructing a Patient on a Bland Diet

developed & written by: Linda K. Gilmore

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to instruct a patient in a bland diet

AND IN ORDER TO DO THIS YOU WILL NEED:

Patient in need of bland diet instructions

Doctor's orders for bland diet

Bland diet instruction sheet

WE WILL KNOW YOU CAN DO IT WHEN:

1. You give the patient sufficient information so that he/she can recall the foods and food preparations that are allowed and those to avoid.
2. You help the patient plan a menu for a bland diet.

INFORMATION

Your instructions and explanations will provide the patient with all information needed to maintain a bland diet. To discover how much the patient remembers, have him/her recall from memory the important points of the diet. Summarize the diet and be sure to stress any points the patient forgot. Remember, repetition is the key to learning.

WORD GUIDE

Chemical Irritation - Irritation to the stomach lining caused by foods like: pepper, nutmeg, excess salt, caffeine, chili pepper, mustard, cloves and alcohol.

Mechanical Irritation - Irritation caused by roughage or coarse foods like: celery, popcorn, raspberries etc.

Thermal Irritation - Irritation caused by extremes of temperature: such as, very hot or very cold beverages.

JOB STEPS

1. Review the requirements for a bland diet.

2. Meet the patient and take a diet recall as in module number 4501 01 004.

3. Explain the types of stomach irritation and the foods or food preparations which cause them.

   Note: Be sure you explain chemical, mechanical and thermal irritations and give examples.

4. Explain the diet instruction sheet, foods and food preparation, to avoid and those allowed.

5. Set up a menu pattern for the patient.

6. Discuss with the patient the foods or food preparations which should be eliminated and those which can be eaten from his/her former diet.

7. Plan a sample menu as close as possible to the patients' former eating habits.

JOB STEPS

8. Explain the reasons for your choices.

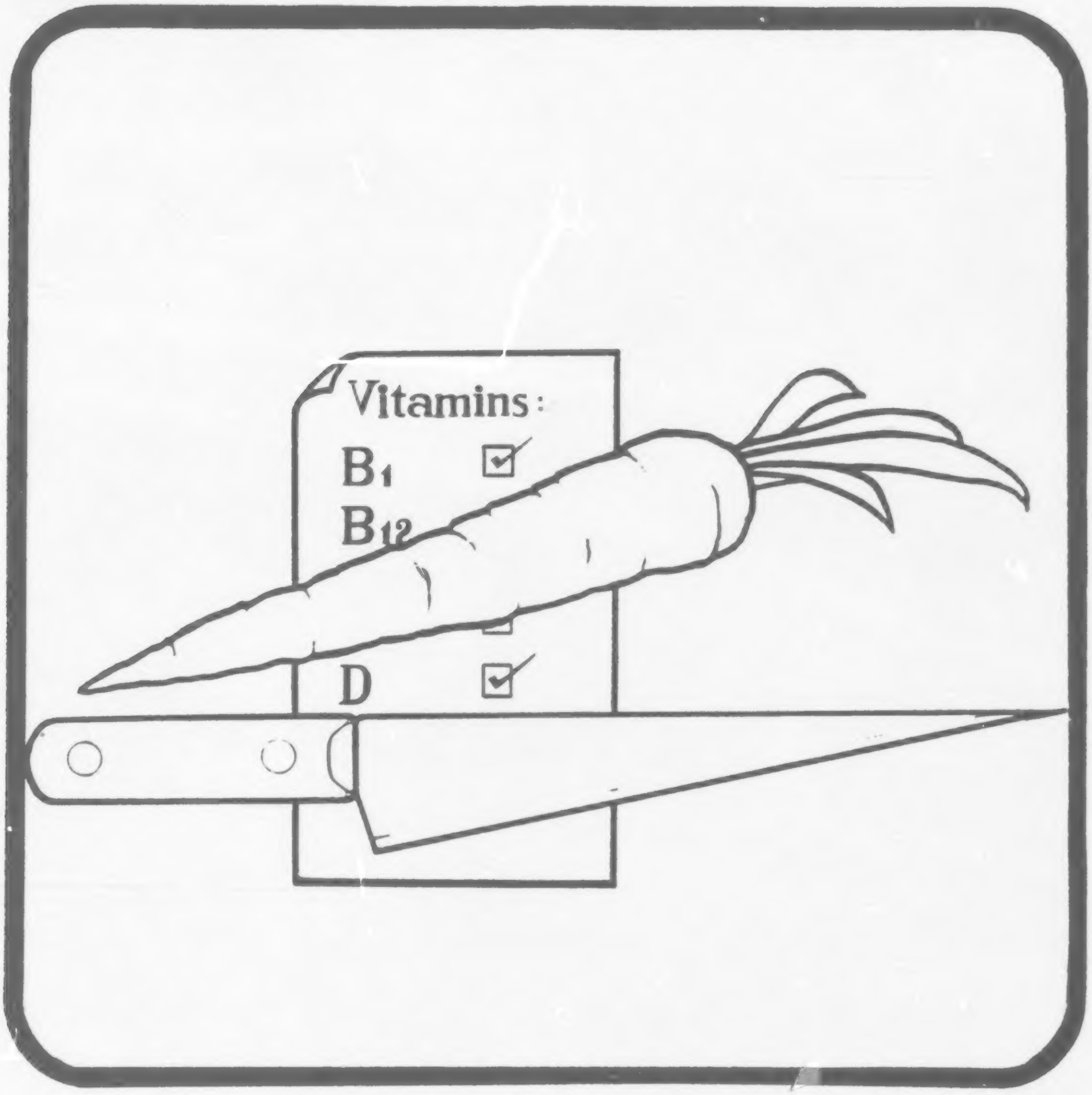
9. Answer any questions the patient may have.

10. Have the patient recall the main points of the diet from memory.

11. Summarize the diet, stressing any part missed by the patient.

12. Have the patient plan a menu.

13. Answer any additional questions and/or review any points needed.



dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 019 date: September 1977 level: III

skill title: Instructing a Patient on a Weight Reduction Diet

developed & written by: Linda K. Gilmore

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to instruct a patient on a weight reduction diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

Patient in need of weight reduction diet instruction

Doctor's orders for 100 calorie diet

Low calorie diet sheet

Menu pattern blank

WE WILL KNOW YOU CAN DO IT WHEN:

1. You give the patient sufficient information so that he/she can recall the foods and preparations that are allowed and those to avoid.
2. You help the patient plan a menu for a weight reduction diet.

INFORMATION

Your instructions and explanations will provide the patient with all needed information to maintain a low calorie diet. To discover how much the patient remembers, have him/her recall from memory the important points of the diet. Summarize the diet, stressing any points the patient forgot. Remember, repetition is the key to learning.

INFORMATION

1. Review the requirements for a low calorie diet.
2. Meet the patient and take a diet recall as in Module number 4501 01 004.
3. Explain the purpose of a low calorie diet and the benefits of weight reduction.
4. Explain the diet instruction sheet and the source of calories.
5. Explain the food exchange lists and their use in menu planning.
6. Discuss the selection of dietetic foods and their place in the diet.
7. Set up a menu pattern for the patient.
8. Discuss where the extra calories came in and which foods or food preparations should be eliminated or allowed from his/her former diet.
9. Plan a sample menu as close as possible to former eating habits.
10. Explain the reasons for your choices.
11. Answer any questions the patient may have.
12. Have the patient recall the main points of the diet from memory.
13. Summarize the diet, stressing any point missed by the patient.
14. Have the patient plan a menu.
15. Answer any additional questions and/or review any points needed.

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 020 date: 6/77 level:

skill title: Instructing a Patient on a Diabetic Diet

developed & written by: Sharon Albert

visuals by:

PERFORMANCE OBJECTIVE

You are going to learn:

How to instruct a patient in a 1400 calorie diabetic diet, taking in account variety, the patients budget, eating habits, and exercise level.

And in order to do this you will need:

Patient with diabetes, in need of diabetic diet

Doctor's order for 1400 calorie diabetic diet

Food exchange list

Menu pattern blank

Paper

Pencil

We will know you can do this when:

1. You tailor a diabetic diet to the needs of the patient.
2. You can give reasons for the patient to be on the diabetic diet so the patient will realize the importance of adhering to the diet.

INFORMATION

The diabetic will find it easier to stick to a diet if there is variety in the menu. It is important for you to consider the diabetic's distaste in food and their budget. The diet can be varied; possibly an evening snack could be included if an exercise or activity program is known.

There are many diabetic and natural foods cookbooks. Many of the diabetic cookbooks can be order free through MDA (Michigan Diabetes Association).

Orange juice as the liquid is an excellent source of sweetness in desserts, omit most of the sugar. Weight watchers have many excellent recipes in their magazines and cookbooks.

Have on hand free nibbles (and always have them cleaned and readily available) when a powerful urge to cheat arises.

JOB STEPS

7. Explain to the patient the food exchange lists and their uses in planning meals. Explain weights, stress use of a scale and that once the patient is familiar with the lists, the lists will become quite easy to follow.

8. Explain to the patient, what foods should be avoided. See module 4501 05 007. Again, many delicious "forbidden" recipes can be altered.

9. Explain to the patient methods of food preparation. Ask the patient about his/her preparation. Facilities and time alloted for food preparation. Also explain there are also healthy methods of food preparation that benefit diabetics and anyone else.

10. Explain to the patient selection of dietetic foods and their place in a diabetic diet. Explain to the patient that labels should always be read. Many foods contain unneeded sugar. Many dietetic foods state that a diabetic should consult his/her doctor before using the product.

11. Ask the patient if holiday meals or any special occasion will be a problem. Special recipes can be modified.

12. Plan a sample menu, taking into account steps 4, 6, and 9 of this mod. Check to see if the patient has any questions.

13. Ask patient to plan a sample menu. Stress variety in a diabetic's food choice. Ask the patient to use the foods that he/she would actually use. Be sure they include vitamin A and C and have the correct weight per portion.

14. Follow up. See patient in later visits to see if instructions were understood. Chat with patient about eating habits. In the beginning, there is a lot to remember and it is easy to forget some important "do's and don'ts". Tell the patient to feel free to call his/her dietitian anytime.

JOB STEPS

1. Collect your materials.

2. Take diet history. Look over mod 4501 01 004.

3. Explain to the patient the purpose of both a nutritionally sound diet and the specific diabetic diet. Refer back to module 4501 05 010. The diet in this module contains 200 more calories than the diet in module 4501 05 010.

4. Explain to the patient that exercise can lower blood sugar. Depending on time of exercise, a snack might be planned in the daily diet. Also, explain possible foods to eat after intense exercise if blood sugar has dropped too low.

5. Explain to the patient the purpose of insulin and direct patient to his/her doctor if the diet and medication have not balanced the sugar level.

6. Plan meal pattern, calculating as in mod 4501 05 010, but with 200 additional calories. Ask the patient:

   A. His/her favorite types of meat, vegetables and fruit,

   B. Favorite types of milk exchanges,

   C. Favorite types of breads and bread exchanges,

   D. How much he/she plans to spend on food per week. (Refer to module 4501 01 004. Has budget resulted in an unbalanced diet? Are there some less expensive foods that can be substituted in some recipes?),

   E. How he/she feels about the diet?,

   F. Does he/she foresee any problem foods that are going to be difficult to avoid?

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 021 date: 9/77 level: III

skill title: Instructing a Patient on a Low Sodium Diet

developed & written by: Linda K. Gilmore

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to instruct a patient on a low sodium diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

Patient in need of low sodium diet instruction

Doctor's orders for low sodium diet

Low sodium diet instruction sheet.

WE WILL KNOW YOU CAN DO IT WHEN:

1. You give the patient sufficient information so that he/she can recall the foods and food preparations that are allowed and those to avoid.
2. You help the patient plan a menu for a low sodium diet.

INFORMATION

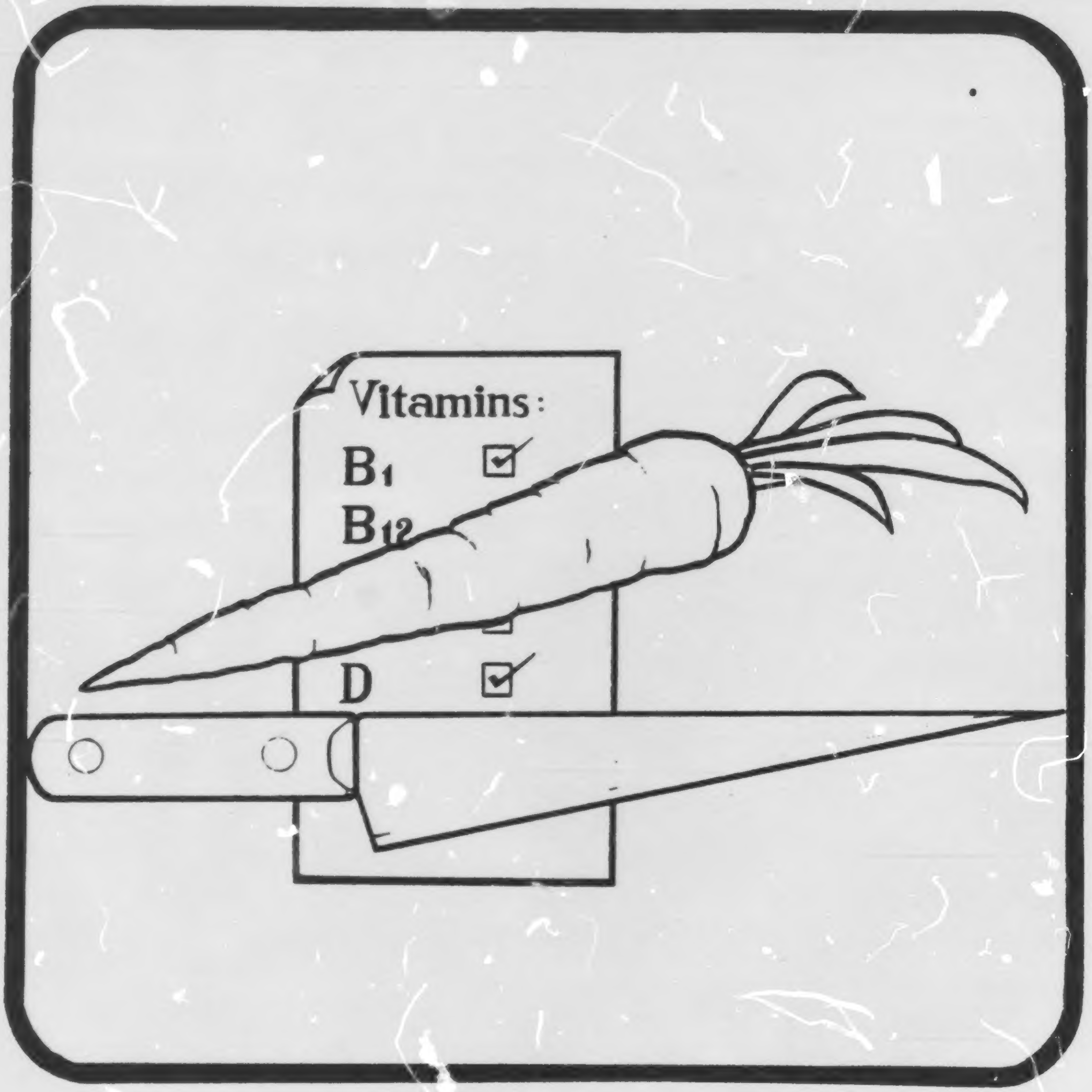
Your instructions and explanations will provide the patient with all information needed to maintain a low sodium diet. To discover how much the patient remembers, have him/her recall from memory the important points of the diet. Summarize the diet, stressing any points the patient forgot. Remember, repetition is the key to learning.

WORD GUIDE

Salt Substitutes - Potassium Chloride which can be used in place of real salt. It contains no sodium. Examples: Adolph's Salt Substitute and Diamond Crystal Salt Substitute.

JOB STEPS

1. Review the requirements for a low sodium diet.
2. Meet the patient and take a diet recall as in module number 4501 01 004.
3. Explain the purpose of the diet, and how too much sodium affects water retention.
4. Explain the diet instruction sheet, foods and food preparations to avoid and those allowed.
5. Discuss the sources of sodium (re: table salt, baking soda, baking powder, medicines and toothpaste).
6. Discuss how the use of low sodium dietetic foods and salt substitutes can reduce the total sodium intake.
7. Discuss with the patient the foods and food preparations to eliminate and those to keep (from his/her former diet).
8. Set up a menu pattern for the patient.
9. Plan a sample menu as close as possible to previous eating habits.
10. Explain the reasons for your choices.
11. Answer all of the patient's questions.
12. Have the patient recall from memory the important parts of the diet.
13. Summarize the diet, stressing any part the patient misses.
14. Have the patient plan a menu.
15. Answer any questions and/or review as necessary.



dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 022 date: September 1977 level: III

skill title: Instructing a Patient on a Low Saturated Fat Diet

developed & written by: Linda K. Gilmore

visuals by: Sherri Baker

WORD GUIDE

Saturated Fat - Usually of animal orgin: however, a solid vegetable shortening (hydrogenated) may be high in saturated fat. Coconut oil is also a saturated fat.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to instruct a patient on a low saturated fat diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

Patient in need of low saturated fat diet

Doctor's order for low saturated fat diet

Low saturated fat diet instruction sheet

WE WILL KNOW YOU CAN DO IT WHEN:

1. You give the patient sufficient information so that he/she can recall the foods and food preparations that are allowed and those to avoid.
2. You help the patient plan a menu for a low saturated fat diet.

INFORMATION

Your instructions and explanations must provide the patient with all the information needed to maintain a low saturated fat diet. To discover how much the patient remembers, have him/her recall from memory the important points of the diet. Summarize the diet, stressing any points the patient forgot. Remember, repetition is the key to learning.

WORD GUIDE

Cholesterol - A fatty substance manufactured by the body. It can deposit on artery walls causing (arteriosclerosis).

Arteriosclerosis - A chronic disease of the arteries.

Lipid - Body substances combined with proteins and carbohydrates to make up major structural components of living cells.

Blood Lipids - Fat in blood which can deposit on artery walls causing arteriosclerosis.

JOB STEPS

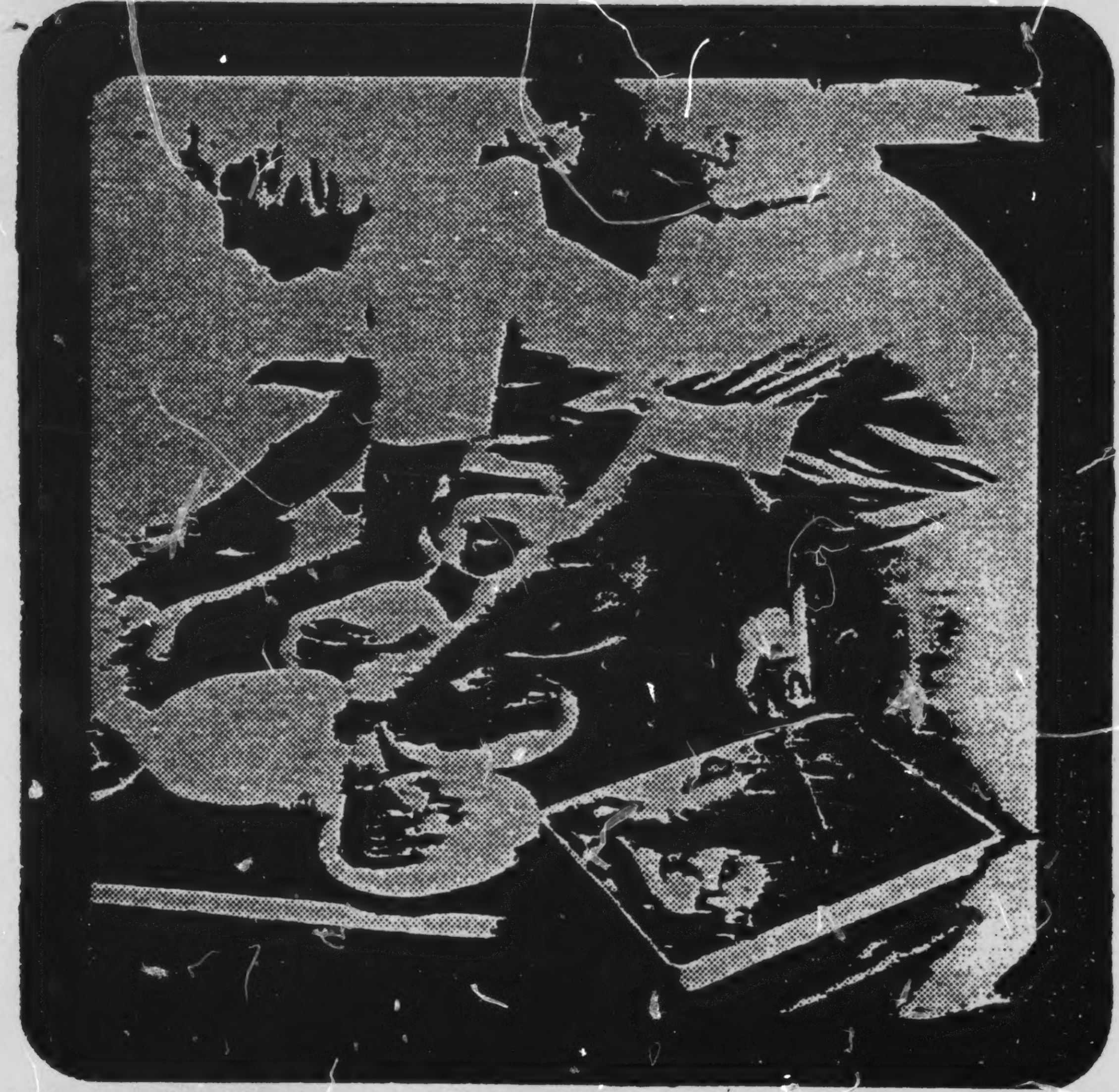
1. Review the requirements for a low saturated fat diet.
2. Meet the patient and take a diet recall as in module number 4501 01 004.
3. Explain the purpose of the diet (to lower blood lipids and cholesterol). Discuss the benefits of lower blood lipids and cholesterol.
4. Explain the diet instruction sheet, foods and food preparations to avoid and those allowed.
5. Set up a menu pattern for the patient.
6. Discuss with the patient the foods and food preparations from his/her former diet to eliminate and those to keep.
7. Plan a sample menu as close as possible to previous eating habits.
8. Explain the reasons for your choice.
9. Answer any questions the patient may have.
10. Have the patient recall from memory the main points of the diet.

JOB STEPS

11. Summarize the diet, stressing any part missed by the patient.

12. Have the patient plan a menu.

13. Answer any additional questions and/or review any points needed.



dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 024 **date:** 9/77 **level:**

skill title: Teaching Diets to Patients in Groups

developed & written by: Linda K. Gilmore

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to teach diets to patients in groups.

AND IN ORDER TO DO THIS YOU WILL NEED:

Paper

Pencil

Patients (classmates)

Diet information

WE WILL KNOW YOU CAN DO IT WHEN:

1. You make an interesting, clear and informative presentation of a diet topic.
2. You see to it that patients remain interested and attentive.
3. You see to it that patients participate in class directed discussion on the subject.

INFORMATION

Group teaching is most successful when patients take an active role in the presentation. This means discussion. Encourage the patients to ask questions and discuss problems they have had with their special diet. A thirty minute class usually includes 15 minutes of instruction and 15 minutes of discussion and questions. Plan for more than 15 minutes of materials, in case discussion is short.

JOB STEPS

1. Select a diet to teach. If these were actual patients, the diet would depend on their needs e.g. low calorie, low sodium, low saturated fat, diabetic diet or normal nutrition.

2. Decide on one aspect of the diet to present i.e. menu planning, dietary requirements, food preparation, shopping, eating out etc.

3. Review and research this aspect of the diet.

4. Write an outline of your presentation.

5. Collect any additional teaching aids which might be available e.g. posters, charts, leaflets etc.

6. Following the outline, present the material. Allow for questions at the end when the patients have enough information to form questions.

7. Encourage discussion and questions.

dietetic assistant

unit: Diet Therapy

capital area career center

module: 4501 05 025 date: 9/77 level:

skill title: Prepare a Feeding for Nasogastric Tube

developed & written by: Linda K. Gilmore

visuals by:

WORD GUIDE

Nasogastric Tube - A small hollow tube which is inserted into a patient's stomach through the nose. This is used to feed a patient who is unconscious or unable to swallow food.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to prepare a feeding for nasogastric tube.

AND IN ORDER TO DO THIS YOU WILL NEED:

Classmate to act as a patient requiring 1000 calorie tube feeding

1 can of Gerber's meat base formula

1/2 cup nonfat dry milk powder

1/2 cup baby strained carrots

2 - 1/2 cup solid measure cups

Water

Can opener

Pencil

Label

Blender

Strainer

Clean damp cloth

1000 cc sterile bottle and cover

Funnel

WE WILL KNOW YOU CAN DO IT WHEN:

You prepare a formula for nasogastric feeding that is sanitary, well blended and accurately measured.

INFORMATION

There are products on the market which are prepared and ready to use. These products take the work out of preparing the formula and reduce the chance of error in measuring and mixing, as well as reducing the chance of contamination.

JOB STEPS

1. Collect all materials and take them to your work area.
2. Use a clean, damp cloth to wipe off top of meat base formula can.
3. Open can of meat base formula with can opener.
4. Place contents of meat base can in 2 quart blender.
5. Measure and add to blender 1/2 cup powdered milk.
6. Measure and add to blender 1/2 cup strained carrots.
7. Add water to fill blender to 1000 cc (markings should be on blender: 1000 cc = 1 quart).
8. Blend at medium speed for 2 minutes.
9. Place funnel in sterile 1000 cc bottle.
10. Hold strainer over funnel.
11. Pour formula from the blender through the strainer and funnel into the bottle.

JOB STEPS

12. Cover the bottle.

13. Label the bottle with patient's name, date, room number, total volume and calories.

dietetic assistant

unit: Supervising Tools and Techniques

capital area career center

module: 4501 06 001 **date:** 7/77 **level:** II

skill title: Interviewing New Employees

developed & written by: Mary Jane Helder

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to interview new employees.

IN ORDER TO DO THIS YOU WILL NEED:

1. New job applicant (classmate)
2. Application form
3. Job description of job opening
4. Pencil

WE WILL KNOW YOU CAN DO IT WHEN:

1. You inform the applicant of all aspects of the job.
2. You show that you can obtain information from applicants that will be helpful in making hiring decisions.
3. You will be able to spell, pronounce and define all technical words listed in this module.

INFORMATION

When interviewing an applicant, remember that you are trying to find a long-term employee who will be a dependable worker. Therefore, not only must you be happy with the applicant, but the applicant must be one who will enjoy working in your institution. While you are interviewing, keep in mind several questions you will need answered before you can be confident that the applicant would be a successful employee:

1. Does the applicant have the necessary job knowledge to fill the vacant position without excessive training time?
2. Does the applicant have the personality and background that will help him/her to "get along" well with other employees?
3. Does the applicant give the impression that he/she would like to work in your institution?
4. What is the applicant's job history like? Has he/she held several jobs within a short time? Have there been long periods of unemployment? Has he/she worked steadily for only one or two employers? If the last question is true, you are likely to have a dependable applicant. In either of the first two situations, you may have an unreliable applicant.
5. Is the position applied for similar in pay to the applicant's former jobs? If the pay is much lower, the applicant may not stay with you for very long.

There are other questions you may think of for yourself. Try to think of at least one important question you should consider when interviewing an employee.

Before you interview the employee, make certain that you know everything about the job that is open. The applicant may want to know some specific information about the job, and you will feel foolish if you do not have the answers.

Before doing the Job Steps, read:

Dynamic Supervision, #118, "How to Interview".

Food Service Manual, page 11.

Food Service in Institutions, page 365-369.

Select a classmate to act as an applicant, while you role-play interviewing.

WORD GUIDE

FRINGE BENEFITS - Such things as paid vacation time, paid sick time, paid health and life insurance, retirement plan, which adds to the value and attractiveness of the job, but are not shown in wage or salary scale.

PUNCTUALITY - Arriving on time.

JOB STEPS

1. If an appointment has been made, be sure you don't keep the applicant waiting, just as you would expect punctuality.
2. Ask the applicant to fill out the application form. This will tell you if the applicant can write, read, and understand simple directions and questions, as well as provide you with biographical data and qualifications for the job.
3. Select a quiet, cheerful, comfortable office in which to conduct the interview.
4. Put the applicant at ease. Treat the person with courtesy and with importance.
5. Review the application with the applicant. This gives you a chance to judge conversational ability and to gather other important points, such as:
   - A. Former employment and reasons for leaving
   - B. Reasons for applying to your company.
6. Using the job description, tell the applicant about the requirements of the job.
7. Tell the applicant about the chances for promotion from that position.
8. Tell the applicant about the fringe benefits offered by your institution.
9. Encourage the applicant to tell why he/she wants the job and how he/she sees their usefulness in the organization.
10. Thank the applicant for applying. Tell him/her you will contact them in the next couple of days regarding your and his/her decision. Show the applicant out of the office.

dietetic assistant

unit: Supervising Tools and Techniques

capital area career center

module: 4501 06 002 date: 7/77 level: II

skill title: Selecting New Employees

developed & written by: Mary Jane Helder

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to select new employees.

IN ORDER TO DO THIS YOU WILL NEED:

1. Application from mod 4501 06 001.
2. References
3. Interview completed from mod 4501 06 001.
4. Telephone

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know some important clues about general appearance, mental alertness, and emotional stability which indicates future success.
2. You can review applications and references to discover important factors in making hiring decisions.

INFORMATION

After you have conducted an interview, you must review the application and record your overall evaluation of the applicant as a potential employee. This review is important, because you may have to interview several applicants, and the review will help you remember both the person and your evaluation.

However, in most cases, you will not have to do the hiring on the basis of your impression alone. You can discuss the applicant with his/her references and/or previous employers. Be polite. These people are doing you a service, and you are representing your institution to the public.

Before doing the job steps, read the following information:

Food Service Manual, pages 11-12,

Food Service in Institutions, pages 365-369.

After you review the application and record your own impression of the applicant, select two or three students to act as references or former employers of the applicant. Pretend to ask them about the applicant.

JOB STEPS

1. Go over the interview in your mind and answer the following questions:

   A. General Appearance - did the applicant seem clean and healthy? Did the applicant have good eye contact or continually look away? Was the applicant's clothing appropriate and neat?

   B. Mental Alertness - Did the applicant make logical sentences, clear statements, and carry on a conversation well enough to meet job needs and get along with other employees? Did the applicant seem to have the education and knowledge required by the job?

   C. Emotional Stability - Was the applicant more nervous than you would expect? Did the applicant seem to have positive feelings and ideas about some things and persons?

2. On the bottom of the application, record your general evaluation according to the above categories. Sign it and date it.

3. When you have narrowed down the applicants to those you feel most positive about, phone their references. Be polite.

   A. Ask how long they have known the applicant.

   B. Ask if they know of anything negative about the employee's work history.

   NOTE: Use a classmate to act as applicant's references.

4. Phone previous employers. Many employers will only confirm dates of employment, but if you are friendly and persistent, they may provide more information:

   A. Details of job performance.

   B. Reasons for discharge or resignation.

   C. The former supervisor's evaluation of the applicant.

5. Write the comments of references and previous employers beside their names on the application.

6. After you have all information, make your decision.

7. First, phone the person selected and find out if he/she still wants the job. Then call and thank the other applicants. Tell them you will keep their names on file for any future openings.

dietetic assistant

unit: Supervising Tools and Techniques

capital area career center

module: 4501 06 003 date: 7/77 level: I

skill title: Orienting New Employees

developed & written by: Mary Jane Helder

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to orient new employees.

AND IN ORDER TO DO THIS YOU WILL NEED:

A new employee (student)

A hospital dietary department

Personnel policy manual

Personal care list

WE WILL KNOW YOU CAN DO IT WHEN:

You have told the new employee about all phases of the job.

INFORMATION

It is important that new employees clearly understand all aspects of their job. There will be little possibility of future misunderstandings and confusion, and the employee will feel more secure and confident. Most of us are fearful when we enter new experiences without knowledge of how, why, where, and when things must be done. As much as possible, new employees should be able to avoid feeling fearful.

JOB STEPS

1. Collect your materials.

2. Welcome the new employee. Try to make the employee feel comfortable.

3. Show the new employee the personnel policy manual, pointing out his/her job classification, length of probationary period, job security, benefits, overtime rules, pay days, pay period, method of receiving pay, holidays and vacation, opportunity for promotion.

4. Be sure he/she knows the work schedule, hours of work, days off, coffee breaks, and lunch periods.

5. Give her/him a page on personal care requirements, uniform, hairnet, cleanliness, etc.

6. Discuss the objectives of the dietary department, those of providing sanitary, appetizing, and nutritious food at a reasonable cost.

7. Give the new employee a tour of the department, introducing him/her to fellow employees.

8. Show the location of the locker room, the cafeteria, or lunchroom.

9. Give a brief tour of the hospital, explaining the inter-relationship of each department with dietary.

10. Give him/her a copy of the job routine and make assignment to observe a trained employee at the job.

11. Check periodically to see if there are any questions and to observe progress.

dietetic assistant

unit: Supervising Tools and Techniques

capital area career center

module: 4501 06 004 **date:** 7/77 **level:** I

skill title: Scheduling Employees

developed & written by: Mary Jane Helder

visuals by:

PERFORMANCE OBJECTIVE

You are going to learn:

How to schedule employees.

And in order to do this you will need:

paper

pencil

schedule blank

We will know you can do it when:

1. You can staff all positions with the right number of employees.
2. You schedule full time employees so that they work 10 days every 2 weeks and have off 4 days.
3. You schedule all employees so that they work no more than 6 days in one stretch.
4. You are able to use the formula for determining number of employees needed to cover positions.

INFORMATION

The following is a list of rules to follow when scheduling work time. Carefully read through these rules and put them into practice.

a) Do not schedule a person for more than six days in a row (usually 5 only).

b) Schedule 4 days off during each 2 week pay period for each person (this avoids payment of overtime).

c) If possible, schedule employees the same days off each week, so they can depend on it.

d) Schedule no more than one person off each day (so one relief person can fill in for all three positions).

JOB STEPS

1. Collect all materials.

2. Write down the positions needed during each day. For this exercise, use 3 positions daily.

3. Find out how many people it takes to cover 3 positions, 7 days a week: Multiply 3 position by 7 days = 21 positions per week.

4. Find out how many people it takes to staff 21 positions per week. Divide 21 positions by 5 positions per person = 4 people full time and one position left over (part time).

5. Write down the position at the side of the schedule blank.

A

B

C

D

Relief

6. Schedule worktime. Be sure to follow the rules listed in the information section of this mod.

JOB STEPS

7. Do not worry about equaling off the weekends at this point; just concentrate on having all positions covered.

8. At a later point, try scheduling real employees in a hospital dietary department with the assistance of the manager.

dietetic assistant

unit: Supervising Tools and Techniques

capital area career center

module: 4501 06 005 date: 7/77 level: III

skill title: Rating Employees

developed & written by: Mary Jane Helder

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to rate employees.

AND IN ORDER TO DO THIS YOU WILL NEED:

Classmate whom you have supervised on group project

Rating form

Pencil

WE WILL KNOW YOU CAN DO IT WHEN:

1. You can write an evaluation that is accurate, sincere, and gives the employee some helpful ideas for self-improvement.
2. You provide personnel department and future supervisors with information about the employee that will aid in decisions regarding promotion, salary increases, and future replacement.

WORD GUIDE

BEHAVIOR - Actions or real performance.

INFORMATION

To determine whether or not an employee should receive a raise, you must evaluate his/her performance. The purpose of an evaluation form is to provide a general guideline for discussing an employee's job performance at the end of a long period of employment (such as 6 months or one year). You must complete the form, in pencil, before you discuss it with the employee. During discussion with the employee, you may change your mind on some point.

This is not a disciplinary form. If an employee deserves termination, disciplinary action should have been completed before the employee was due for a raise.

Remember to emphasize the positive parts of an employee's job performance. Think of specific, good performance examples that the employee has done. When discussing negative points, give specific examples and tell the employee exactly what could have been done instead. As much as possible, tell the employee what BEHAVIOR is required to receive high ratings. Be encouraging and positive.

JOB STEPS

1. Collect all materials.

2. Choose a quiet, private room in which to work. Take along any attendance records or files on the employee.

3. On the rating form, mark behavior ratings most characteristic of this employee.

4. Comment on the most important positive and negative areas. List particular behavior examples that caused you to give that rating.

5. On negative points, write down what specific behavior would change rating to a positive one. Mark those in which he needs to improve:

    Ability to learn
    Acceptance and adherance to company plans and policy
    Accuracy
    Attendance
    Care of work, space and equipment
    Cooperation with fellow workers
    Cooperation with supervisors
    Disposition (attitude)
    Enthusiasm for job
    Punctuality (being at work on time)
    Quality of output (how well work was performed)
    Quantity of output (how much work was performed)
    Reliability
    Speed
    Use of working time
    Other characteristics may be included but these are generally found on rating forms.

JOB STEPS

6. Be prepared to change your mind when you are in evaluation session with the employee. The employee may be able to convince you that you inaccurately rated him/her in some area.

7. Show the completed evaluation to your supervisor (instructor).

dietetic assistant

unit: Supervising Tools and Techniques

capital area career center

module: 4501 06 006 **date:** 7/77 **level:** IV

skill title: Evaluating Employees

developed & written by: Mary Jane Helder

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to evaluate employees.

AND IN ORDER TO DO THIS YOU WILL NEED:

Completed rating form in previous mod

Employee who was rated

WE WILL KNOW YOU CAN DO IT WHEN:

1. You let the employee know how he/she rates within the organization.
2. You provide the employee with a basis for improvement.

INFORMATION

An employee evaluation is not an opportunity to tell an employee what is wrong with his/her job performance. It should be the time to tell an employee what he/she is doing well, to find out how the employee looks at his/her own job performance, and to suggest areas of improvement (if any). It should also be the time that an employee can evaluate the institution, and perhaps even your performance as a supervisor.

If you have mostly negative comments to make about an employee's job performance, then you should have said it long before the employee came up for evaluation. Only employees who have worked for at least three months would ever be evaluated; and most institutions would terminate any unwanted employee within that employee's first three months of work (probationary period).

Remember, emphasize the positive points of an employee's job performance.

Many institutions will have their own personnel policies on how evaluations should be conducted; but most policies would agree that you will improve employee performance if you tell them what they are doing right before you tell them what they are doing wrong.

JOB STEPS

1. Collect all materials.

2. Tell the employee at least two days in advance that you would like to discuss job performance. This will give the employee time to think about his/her job performance. Make an appointment convenient to both of you.

3. Before the evaluation session, go over the complete form. Be sure you know how you would rate the employee in each category, and think of at least one example or incident which makes you give that rating.

4. Select a private, quiet place to have the session.

5. Meet with the employee to discuss the rating form. Let the employee rate self in each category before you go over the evaluation with your ratings.

6. Discuss any differences in rating (you may be surprised). Employees often rate themselves lower than you would.

7. Sum up by discussing what kinds of particular things the employee could do to improve the rating in any category.

8. Explain to the employee whether or not he/she will receive a raise in wages.

9. Finish the rating session by emphasizing the good points.

10. Briefly discuss anything of interest to the employee (family, sports, vacation requests, etc.). This is an opportunity for you to find out more about the employee. It will help you to be a better supervisor.

11. Sign and date the evaluation. Have the employee sign and date the form.

12. Send the form to your supervisor (instructor).

dietetic assistant

unit: Supervising Tools and Techniques

capital area career center

module: 4501 06 007 **date:** 7/77 **level:** III

skill title: Training Employees

developed & written by: Mary Jane Helder

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to train employees.

AND IN ORDER TO DO THIS YOU WILL NEED:

Classmate to role-play an employee in need of training

Information to give with important steps listed and key points noted

Equipment, materials, and supplies to use for instruction

WE WILL KNOW YOU CAN DO IT WHEN:

1. You train the employee so they are able to do the job well.
2. You use a teaching method which is not boring or frustrating to the employee.

INFORMATION

Be sure you know the information or job tasks you are to teach. If you do not know it well, you will find it hard to organize your teaching and the employee will become confused. The employee could lose respect for you as a supervisor.

You must learn to recognize when the learner is catching on, bored, or frustrated. Don't go too fast, or too slow. Try to suit the training to the learner's emotional and intellectual needs.

Read the following information:

Dynamic Supervision, "The Supervisor as a Teacher", page 108.

JOB STEPS

1. Collect all materials.

2. Put the learner at ease. Smile and relax.

3. Explain the job and attempt to find out how much the learner already knows about it.

4. Try to interest the learner in the job by helping him/her to see the challenge and importance of the job.

5. Put the employee in a position to observe, as someone else or yourself does the job.

6. As the learner watches, the job should be done as slowly as necessary to be clear. The demonstration should explain each step in the job.

7. Stress key points, especially SAFETY.

8. When the learner seems ready, have him/her do the job. Correct the learner quickly if something is done incorrectly. Don't expect perfection the first time. Emphasize the important things.

9. Now, have the learner do the job. Correctly explain each step until it's done.

10. When the learner has correctly completed the job three or four times in a row, explain whom he/she can see for assistance.

11. Check frequently, answering any questions or retraining where necessary. Be sure learner is aware you want to help and you aren't waiting for him/her to "mess up".

12. Check less frequently as you become sure the learner is able to do the job.

13. If the learner couldn't learn the job, ask yourself WHO is responsible - you or the learner?

dietetic assistant

unit: Supervising Tools and Techniques

capital area career center

module: 4501 06 008 date: 8/77 level:

skill title: Writing Job Descriptions

developed & written by: Sharon Albert

visuals by:

PERFORMANCE OBJECTIVE

You are going to learn:

How to write detailed, complete job descriptions.

And in order to do this you will need:

Pencil

Paper

Food Service Manual (AHA)

Job that needs written description

We will know you can do it when:

1. You can write an accurate, complete job description.
2. You accurately list the job title and summary.
3. You describe the job requirements and qualifications required by the employee.
4. You describe the physical environment.
5. You describe the job relationships between employees.

WORD GUIDE

OBJECTIVELY - Without prejudice or bias, open-minded.

INFORMATION

To have a successful organization, it is important to be able to objectively and accurately match employees and jobs. This can be done only if you describe in detail the employee's qualifications, job skill requirements, physical environment, and employee relationships.

Read:

Food Service Manual
Sample Job Descriptions
Pages 6,7,10,249.

INFORMATION

Form to be used for a Job Description:

	Job Step Numbers
Job Title	2
Job Summary (General account of the major job points)	3
Performance Requirements (Employee's responsibilities to other job personnel. Physical demands required by the patient).	4-8
Qualifications (Employee's education, experience, training, background)	9
Employment Variables (Related tasks other than those directly connected with the job).	10
Working Environment (Job hazards, safety precautions, physical area where employee will work).	11,12
Job Relationships (Describe employee's supervisors and the people he/she will supervise, promotion possibilities, why they are working in a given area).	13-17
Work Performed (Routine duties, duties evaluated by supervisor, work duties with patients, teaching responsibilities, describe responsibilities for information gathering, filing and reporting).	18-24

JOB STEPS

1. Do your reading and make certain all materials are present.

2. Write down the exact Job Title.

3. Briefly describe the major phases of the job. You will supply more detail under WORK PERFORMED.

4. State to whom the employee is responsible.

5. Describe the responsibilities of the employee to the patient and the dietitian.

6. Describe the physical demands of the employee.

7. Describe any special demands in connection with patients.

8. Describe any special demands in connection with the rest of the staff.

9. Describe the education and/or training required of the employee. Then, describe related experience and/or specific job knowledge required of the employee.

10. Describe any related tasks that might be required.

11. Describe the probable, physical conditions where the employee will work.

JOB STEPS

12. Describe any possible hazards the employee will encounter.

13. Describe from where the employee is usually recruited.

14. Describe promotion possibilities.

15. List supervisors of the employee.

16. List who the employee supervises.

17. Describe what determines the area(s) in which the employee works.

18. Describe work performed under general supervision (routine duties performed).

19. Describe work performed under direct supervision (duties subject to review or direction from immediate supervision).

20. Describe all work phases with patients.

21. Describe instruction and teaching responsibilities.

22. Describe information evaluation responsibilities.

23. Describe information gathering responsibilities.

24. Describe information reporting and filing responsibilities.

dietetic assistant

unit: Supervising Tools and Techniques

capital area career center

module: 4501 06 009 **date:** 8/77 **level:** IV

skill title: Writing Procedures

developed & written by: Sharon Albert

visuals by:

WORD GUIDE

IMPLEMENT - Put into effect.

PROCEDURE - A particular way of doing something.

SANATARY - Free from germs.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to write a detailed procedure to implement a policy.

IN ORDER TO DO THIS YOU WILL NEED:

Policy: "Keep all equipment clean and sanitary".

Paper

Pencil

WE WILL KNOW YOU CAN DO IT WHEN:

1. You write a clear, detailed procedure well enough so that employees can perform the task using the procedure.
2. You break down the task into key points, and key points into steps.

INFORMATION

It is important to write detailed, clear, procedures. Any employee should have enough information to effectively follow the written procedure without further direction from his/her supervisor. Even if employees understand oral explanation, they can later forget some key point. The "check list" should be available.

JOB STEPS

1. Do your reading (the written policy) and make certain you have all materials.
2. Pick one piece of equipment that must be kept clean and sanitary.

   NOTE: This piece of equipment should be one that would probably be present where a Health Dietetic Technician works.
3. Write the title of procedure, specifically listing or briefly describing the piece of equipment you selected.
4. Indicate where the piece of equipment is stored.
5. List all equipment and supplies needed to accomplish the procedure.
6. List where the above equipment and supplies are stored.
7. Include any safety warnings for poisonous cleaning supplies or dangerous equipment.
8. Write down the key points of the procedure in the order to be performed (leave spaces for the steps of the procedure).
9. Write the steps under each key point.
10. Review your written procedure to make sure it is complete, accurate, and easy to follow.
11. Try out the procedure, keeping track of the total time the procedure takes to complete.
12. Check to see if you included all the necessary steps, if each step can be easily followed and if the steps are in correct order.
13. If necessary, neatly rewrite the procedure.
14. Include the approximate time it takes to complete the procedure.
15. Indicate where the procedure should be posted.

dietetic assistant

unit: Supervising Tools and Techniques

capital area career center

module: 4501 06 010 **date:** 8/77 **level:**

skill title: Solving Problems

developed & written by: Sharon Albert

visuals by:

WORD GUIDE

PROBLEM - A question proposed for solution.

HYPOTHETICAL - Based on something assumed (not real or proven) in order to draw a conclusion.

PERFORMANCE OBJECTIVE

You are going to learn:

How to solve problems.

And in order to do this you will need:

Hypothetical problem: Many patients are complaining that they have cold food.

Paper

Pencil

We will know you can do it when:

You correctly work through a problem using the 5 steps to Problem Solving:

1. Identify the problem
2. Consider possible solutions
3. Decide on a solution
4. Test the solution
5. Evaluate the solution

INFORMATION

Many patients are complaining that they have cold food. There are 6 floors in the hospital. The food for the entire hospital is prepared at the same time. All of the food is then put on trays and carts. All of the food for floor one is taken up first. The employees then come down and take up the food for floor 2 and so on. Finally, the food is taken up to floor 6. Usually, patients on all floors complain, but there are always more complaints from patients on floors 4-6.

Your problem to solve is whether:

a) the patients are cranky

or b) the food is cold.

This is step 1, identifying the problem.

JOB STEPS

1. Do your reading (the hypothetical problem) and collect your materials.

2. Identify the problem: cranky patients or cold food. Interview the patients and examine the food.

3. Write down the problem as in step 1 in Problem Solving.

4. Consider all the possible solutions. Be sure to include very simple and extreme solutions.

5. List the solutions as step 2 in Problem Solving.

6. Review all of your solutions and decide on the best one.

7. List the solution as step 3 in Problem Solving.

8. Have your Dietary Department test your solution from job step 6.

9. List the exact steps the department used to try out your solution.

10. Have the department describe the result.

11. List the testing as step 4 in Problem Solving.

JOB STEPS

12. Study the testing in step 4 and state whether the solution worked completely, partly, or hardly at all.

13. If the solution worked, list the success as step 5 in Problem Solving.

14. If the solutions was not successful or only partly successful, try other solutions.

15. When you find a successful solution, do over job steps 8-13.

dietetic assistant

unit: Supervising Tools and Techniques

capital area career center

module: 4501 06 011 date: 8/77 level:

skill title: Applying Work Simplification Principles to Jobs

developed & written by: Sharon Albert

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to apply work simplification principles to jobs.

AND IN ORDER TO DO THIS YOU WILL NEED:

Classroom first, then Hospital Dietary Department

Opportunity to observe and/or perform a simple task such as preparing salads, serving at one station, dishing up desserts, etc.

Paper

Pencil

WE WILL KNOW YOU CAN DO IT WHEN:

1. You effectively write work simplification principles for a job.
2. You effectively teach, supervise and evaluate the simplified job.

INFORMATION

By applying work simplification principles to jobs, you save time and eliminate unnecessary motion. This results in less fatigue and less accidents. Simplification saves money.

Read Food Service In Institutions, pages 315-330 (especially page 319).

JOB STEPS

1. Do your reading and make certain all materials

2. Observe the different jobs. These jobs should be small, individual jobs like dishing up salads, pouring juice, serving meat, etc.

3. On scrap paper, list the observed jobs.

4. Select and list one job you will improve. This job should be either a time-consuming task or involve repetitive movement or transportation.

5. Break down the job into separate movements. Be specific. Use the job step format as an example.

6. List the separate movements, leaving room for further explanation.

7. Describe what is done at each movement and the equipment used.

8. List the distance moved and time required for each movement.

9. Note total time required for the job.

10. Question the purpose of each movement and the equipment used.

11. State if you can decrease the distance at each movement.

12. State if you can decrease the time required at each movement.

JOB STEPS

13. State if you can rearrange the steps.

14. State if you rearrange the work station.

15. State if the most qualified employee is doing the job.

16. Study steps 6-15. Then, study "The Principles of Motion Economy", page 319.

17. Eliminate unnecessary steps and equipment.

18. Combine movements if more efficient.

19. Rearrange steps if more efficient.

20. Rearrange work station if more efficient.

21. Introduce the new methods (be open to discussion). You might not be totally aware of all the factors that must be considered.

22. Teach the new method.

23. Follow through the proper supervision.

24. Evaluate the new method's performance.

25. After the employee becomes familiar with the new method, time the job. Refer to step 8.

JOB STEPS

26. Compare the new time to the time recorded in steps 8 and 9.

dietetic assistant

unit: Supervising Tools and Techniques

capital area career center

module: 4501 06 012 **date:** 8/77 **level:**

skill title: Supervising Employees Effectively

developed & written by: Sharon Albert

visuals by:

PERFORMANCE OBJECTIVE

You are going to learn:

How to identify and describe effective ways of supervising employees.

And in order to do this you will need:

Dietary supervisor in dietary department

Pencil

Paper

Clipboard

A watch

We will know you can do it when:

You can observe, describe, and evaluate supervisory techniques to see which are most effective.

INFORMATION

If employees are effectively supervised, their morale is high; and therefore, their efficiency is high.

Many studies have been conducted which identify effective supervision techniques. Some of these findings are provided for you in the readings. You must complete the readings before finishing this module:

1. High Quality Food Does Not Just Happen (handout)
2. Food Service Manual, pages 3-9.
3. Nice to Know: Dynamic Supervision, all copies.

JOB STEPS

1. Collect your materials. Read the assigned reading.

2. Read over the entire module before going to step 3. Be sure you know what to look for when observing the supervisor.

3. Go to dietary department. Observe Supervisor for entire class time.

4. Identify and describe each of the supervisor's activities.

5. Write down the number of times the supervisor talks to an employee and the length of each conversation. Write down the purpose of each conversation.

6. Write down the employee's reaction (verbally and nonverbally).

7. Write down how soon the employee started the work indicated by the supervisor.

8. Write down if the employee accurately followed the directions.

9. After leaving the department, write down how clear, detailed, and to the point the supervisor's directions were.

10. Write down how knowledgeable the supervisor appeared.

JOB STEPS

11. Write down how fair the supervisor seemed to be.

12. Write down how friendly and responsive he/she was and if they maintained respect and dignity.

13. Write down how effective the supervisor was in delegating authority (letting the employees do the work they are capable of doing).

14. Write down if the supervisor was available for clarification of questions.

15. Write down if the supervisor checked back on the newly assigned work.

16. If you would have done anything differently in steps 4-15, write it down. Tell why, be specific.

17. Show your comments and suggestions to your instructor.